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ABSTRACT

Presented is the Marshalltown Behavioral Prescription Guide for motor development which consists of incremental behavioral objectives and strategies to aid parents in the prescriptive teaching of handicapped and culturally deprived infants and preschool children. The guide is intended for use prior to a weekly home visit resulting in a weekly prescription left in the home. The program is described as involving a 6 hour orientation course for parents to allow them to introduce the management procedures and chart the child's progress. It is hoped that parents will eventually be able to use the program materials directly. Each of the 117 profile items are presented individually in terms of profile number, behavioral definition, cue/s, measurement criteria, materials needed, and behavioral objectives and startegies. Sample prescription forms are also included. The following are examples of profile items: holds head erect and steady, sits without support, stands holding on, stands alone, inserts object in hole, walks backwards, scribbles imitatively, copies drawing of cross, ties knot, and roller skates. (For related information see EC 052 347, EC 052 348, and EC 052 350). (DB)

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Home Parent

MANUAL II b
(MOTOR)
BEHAVIORAL
PRESCRIPTION
GUIDE

child Stimulation

EC052349

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ED 079919

Parent/Child Home Stimulation

'THE MARSHALLTOWN PROJECT'

BEHAVIORAL PRESCRIPTION GUIDE

Manual IIb

MOTOR

Department of Special Education
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BEHAVIORAL PRESCRIPTION GUIDE

MANUAL IIb

MOTOR

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Maridean Baker
Lorraine Mitchell
Nancy Wrage

PURPOSE

The Marshalltown Behavioral Prescription Guide (Manuals IIa, IIb, IIc) was designed for use with the Marshalltown Behavioral Developmental Profile Both instruments are interlocking with cross-referencing in skill categories (color and numerical matching) Also, each profile teaching item is matched numerically to incremental behavioral objectives and strategies in this Prescriptive Guide

The "items" and "prescriptions", as a package, were developed to facilitate individualized prescriptive teaching of pre-school handicapped and culturally deprived children within the home setting

Interventionists, in pre-school education, will find the Prescriptive Guide useful as an "idea starter" or "direction finder" in writing their own prescriptions for skill acquisition

It is tacitly understood that there can be no one guaranteed method to effect change "across the board." Since every child is sufficiently different to require his own individualized program, the objectives and strategies in the prescriptive manuals can only be expected to be reasonable suggestions for effecting change Most of the prescriptions have been field-tested with children having specific disabilities Flexibility is maintained with objectives being modified or reduced into smaller increments as the occasion demands

The Prescriptive Guide is utilized prior to each home visit Priority need areas have already been ascertained from assessment data and relevant options for remediation are then gleaned from the Prescriptive Guide Weekly staffings are conducted to determine efficacy of each prescription written the previous week and comparisons noted (between original and modified prescriptions) and recorded for future reference and refinement

The objectives and strategies follow an organized format which is similarly reflected in the weekly "prescription" left in the home i.e., cue, directions, and reinforcement. No attempt has been made, in the Prescriptive Guide, to establish criteria for success. But rather, criteria are indicated in the weekly home prescription.

The reason, obviously, is that regardless what the desired skill to be learned may be, each child will succeed with varying degrees of difficulty. Example: One child may, relatively easily, acquire a total skill in a period of one week - reflecting such criteria as two demonstrations per day. Another child may have to learn sequential steps to this same skill and, practically, only achieve the goal of one performance per day or every other day. A sample home prescription form is included in the back of each Prescriptive Guide.

Also included, is a blank prescription refinement or option page. This option page may be reproduced and various alternatives recorded and "stockpiled." It would be greatly appreciated if, periodically, feedback is provided this agency to be considered in future revisions.

The parents, themselves, after they have gone through a six-hour orientation course, introduce the management procedures and chart the progress of the child. A long range goal is that parents be able to use both the Developmental Behavioral Profile and the Prescriptive Guide Manuals to develop, and implement, individualized learning episodes for their own children. Monthly parent meetings are held to share new approaches, past successes, and discuss current individual problems.

MOTOR

2.1 Follows objects to midline.

2.2 Holds head erect in mid-position when being held.

2.3 Follows moving object with eyes (ex: mobile).

2.4 Elevates self on forearms.

2.5 Head erect and steady.

2.6 From stomach position, lifts head and shoulders at 90 degree angle, looks around.

2.7 Recovers rattle from chest.

2.8 Grasps object placed in hand.

2.9 Retains grasp on block, held in each hand.

2.10 Sits with slight support.

2.11 Reaches for objects beyond grasp.

2.12 Momentarily supports a large portion of his weight.

2.13 Pulls self up into sitting position.

2.14 Bangs with object held in his hand.

2.15 Turns from stomach to back, from back to stomach.

2.16 Sits erectly in chair.

2.17 Transfers object from one hand to the other.

2.18 Sits without support.

2.19 Bounces when held in standing position.

2.20 Picks up small objects using pincer grasp.

2.21 Makes stepping movements when held.

2.22 Stands holding on.

2.23 Crawls (stomach touches floor).

2.24 Pulls to standing position.

2.25 Removes peg from pegboard.

2.26 Creeps.

2.27 Cruises - walks sideways - while holding on to supporting objects with both hands.

2.28 Sits down from standing position.

2.29 Bangs two blocks held in hands.

2.30 Constancy of form (ex: if bottle handed backward, reverses to find nipple).

2.31 Searches for vanished objects.

2.32 Pivots in sitting position.

2.33. Shifts from sitting to prone and prone to sitting.

2.34 Removes a round object from form board.

2.35 Sits down from free standing position.

2.36 Moves to rhythms.

2.37 Stands alone.

2.38 Walks with help.

2.39 Marks on paper with crayon.

2.40 Stacks rings on pegs.

2.41 Dumps small object from bottle.

2.42 Walks alone.

2.43 Creeps upstairs (4 treads at time).

2.44 Throws objects - picks them up again (evidence of his ability to release an object in his grasp.)

2.45 Rolls ball.

2.46 Inserts object in hole

2.47 Walks and runs.

2.48 Walks sideways.

2.49 Walks backwards.

2.50 Climbs upon furniture.

2.51 Creeps downstairs backward (unassisted).

2.52 Carries objects.

2.53 Walks upstairs with help.

2.54 Turns page of book (2-3 pages at once).

2.55 Builds tower of 2-3 blocks.

2.56 Scribbles imitatively.

2.57 Makes painting strokes (often in arc).

2.58 Walks downstairs, one hand held.

2.59 Climbs forward into adult's chair, turns around, and sits.

2.60 Correctly places circle and square in form board.

2.61 Walks up and down stairs alone, both feet on one step at a time, holding onto railing.

2.62 Imitates vertical and circular strokes in scribbling.

2.63 Squats and rises to standing position without using hands.

2.64 Rolls, pounds, and squeezes clay.

2.65 Builds tower of five or more blocks.

2.66 Makes blocks into a train (two or more).

2.67 Opens doors by turning knob.

2.68 Kicks a large ball (ground level - stationary).

2.69 Strings beads together.

2.70 Bends at waist to pick up something off floor (without falling).

2.71 Turns pages of book singly.

2.72 Folds paper imitatively.

2.73 Correctly nests four or more small square boxes.

2.74 Stands on either foot and balances.

2.75 Pushes and pulls large toys.

2.76 Stands on tiptoe (demonstrated).

2.77 Jumps off floor.

2.78 Throws large ball four to five feet.

2.79 Walks between parallel lines - 8 inches apart.

2.80 Holds crayon with fingers.

2.81 Puts small object in bottle.

2.82 Alternates feet going upstairs.

2.83 Jumps from bottom stair (8-12 inches).

2.84 Rides tricycle using pedals.

2.85 Walks tiptoe 10 feet.

2.86 Uses scissors.

2.87 Traces a square.

2.88 Copies drawing of circle.

2.89 Copies drawing of cross.

2.90 Stacks rings on pegs in order.

2.91 Builds bridge from blocks with model.

2.92 Traces diamond.

2.93 Prints a few capital letters (large, single - anywhere on the paper).

2.94 Builds simple toy.

2.95 Draws head of person and one other part.

2.96 Imitates spreading of hand and bringing thumb into opposition with each finger.

2.97. Standing broad jump.

2.98 Running broad jump.

2.99 Turns somersaults.

2.100 Throws ball overhand.

2.101 Hops forward on one foot 4-6 hops.

2.102 Copies square.

2.103 Ties knot.

2.104 Heel to toe walk (10 foot line forward).

2.105 Heel to toe walk (10 foot line backward).

2.106 Walks length of walking board.

2.107 Jumps rope.

2.108 Dances to music.

2.109 Draws house - 2 to 5 items.

2.110 Skips, using alternate feet.

2.111 Catches bounced ball, two out of three times.

2.112 Kicks ball (beginning drop kick).

2.113 Roller skates.

2.114 Copies triangle.

2.115 Ties shoes.

2.116 Rides bicycle (may use training wheels).

2.117 Copies rectangle, with diagonal.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.1

PROFILE ITEM:

Follows objects to midline.

BEHAVIORAL DEFINITION:

Child will look at an object held either side of the midline and follow it with his eyes as it is moved to a position directly in front of him.

CUE/S:

"Look."

MEASUREMENT CRITERIA:

Consistently watches object as it is moved from side to front.

MATERIALS NEEDED:

(Suggested) Toy/s of interest; noisemaker (Ex: bell, clacker, squeeze whistle, etc.).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.1.1 Child will look at object directly in front of him.

2.1.1.1 Hold object in front of child. Shake it, tap it, or manipulate it to attract the child's attention. Repeat word "Look."

2.1.1.2 Slowly vary distance of object from eyes (start approximately eight inches, move away in straight line to approximately one foot and back again). Continue saying "Look", "Look."

2.1.1.3 Each time gaze is fixed on object, touch child (Ex: brush child with finger on the cheek, speak to him softly).

2.1.1.4 Remove object for few seconds, then repeat sequence.

2.1.2 Child will look at object as it is moved slowly to one side (away from front line of sight).

2.1.2.1 Hold object in front of child. Move slowly to one side while manipulating the object. Use cue, "Look."

2.1.2.2 As child's eyes follow movement talk to him softly, "Look", "Look." Repeat sequence.

PROFILE NUMBER 2.1 CONTINUED

2.1.3 Child will look at object held slightly to one side and watch it as it is moved to a position directly in front of him.

2.1.3.1 Manipulate object to attract child's attention. Move object slowly to a position in front of child, saying slowly and distinctly, "Look", "Look."

2.1.3.2 As child's gaze follows moving object reinforce him with attention (Ex: talking, smiling, touching, etc.).

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.2

PROFILE ITEM:

Holds head erect in mid-position when being held.

BEHAVIORAL DEFINITION:

Child will, while being held, hold his head erect in mid-position, for a period of three seconds.

CUE/S:

"Head up."

MEASUREMENT CRITERIA:

Able to consistently hold head erect in mid-position, when being held, for periods of three seconds at a time.

MATERIALS NEEDED:

Dangling toy, rattle, or squeaky noise type toy.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.2.1 Child will hold head erect in mid-position while being held.

2.2.1.1 Mother will sit in chair with child held in her arms, his chin resting on her shoulder, her hand supporting the back of his neck if necessary.

2.2.1.2 Father, sibling, or other will get behind the chair, in view of the child and holding squeeze toy, rattle or other attention getting device, get the child's attention by verbal cue, "Head up." Use the auditory stimulation of the toy.

2.2.1.3 When child is attending, toy will be made to make noise, and moved slightly upward, encouraging child to lift head and hold it erect.

2.2.1.4 While adult is sitting on couch or bed, place the child across your lap on his stomach with his head on your lap, the rest of his body resting on the couch. Take a dangling toy, or rattle and hold within the midline of his vision, slightly above his eye level. Encourage him to raise his head by using same cue, "Head up."

2.2.1.5 Hold toy above head for three seconds, gradually increasing amount of time child is holding head erect.

2.2.1.6 Reinforce any attempt of upward movement of the head by changing position of the child (Ex: pick him up, face to face, and attend with smiles, hugs, etc.). Repeat sequence.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.3

PROFILE ITEM:

Follows moving object with eyes (Ex: mobile).

BEHAVIORAL DEFINITION:

Child will follow the movement of an object with his eyes, which has first been brought into his field of vision.

CUE/S:

"Look."

MEASUREMENT CRITERIA:

Able to consistently follow an object using combined eye and head movements through an arc of less than ninety degrees.

MATERIALS NEEDED:

May use mobile suspended above child's bed, playpen, etc., or a brightly colored toy, manipulated by hand. Flashlight.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.3.1 Child will follow moving object with his eyes.

2.3.1.1 While child is lying in crib or playpen, draw his attention to mobile suspended above him by cue, "Look." Exaggerate movement of mobile by jiggling or putting it in motion with your hand. Reinforce with your own enthusiasm and enjoyment of watching and pointing to the moving mobile.

2.3.1.2 While child is lying down, seated alone, or sitting in your lap, hold a toy directly in his field of vision (about twelve inches in front of his face). Cue with , "Look." Move the toy slowly. If he doesn't follow, move the toy back in his field of vision and try again. Move it in the opposite direction of the first trial and repeat cue, "Look." Reinforce with verbal praise and approving smiles.

2.3.1.3 Position child so that he can readily see around room. Take a flashlight and play the beam upon the wall, drawing the child's attention with the cue, "Look." To initiate this activity, determine first where child's attention is directed and play the beam in that spot.

2.3.1.4 When child has focused on the beam as thrown on the wall, move it slowly at first, gradually increase the span until the whole room and ceiling may be utilized. Continue using the cue, "Look", and talk to the child about the movement making the activity game-like. Reinforce with praise and touch.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.4

PROFILE ITEM:

Elevates self on forearms.

BEHAVIORAL DEFINITION:

While lying on stomach on a flat, firm surface, child will elevate himself on his forearms, holding position for a minimum of two seconds.

CUE/S:

"Up."

MEASUREMENT CRITERIA:

Child will consistently be able to raise himself on his forearms, holding position for a minimum of two seconds.

MATERIALS NEEDED:

Flat surface, such as floor, table top.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.4.1 While lying on a flat surface, child will elevate himself on his forearms, receiving maximum assistance.

2.4.1.1 Place child on his stomach on flat surface. If surface is cold or otherwise uncomfortable, use a piece of carpet or other firm mat. Avoid slippery surface, or using a blanket or towel which might slip. Cue with, "Up."

2.4.1.2 Demonstrate the behavior by getting down on your stomach in position to be easily observed by the child. When you have the childs attention, get up on your forearms, directing the child's attention to what you are doing, and use the cue, "Up."

2.4.1.3 If the child does not make an effort to elevate himself, or is unsuccessful in attempt, take his hands and place them out flat, palms down, drawn up near his chest. Position his arms so that elbows are bent and extending away from his body. Cue with, "Up". If child is still unsuccessful, place your hand under his chest and raise him briefly, or straddling him, place your hands under his shoulders and raise him briefly. Repeat cue, "Up" and reinforce with praise and enthusiasm.

PROFILE NUMBER 2.4 CONTINUED

2.4.2 Child will, while lying on a flat surface, elevate himself on his forearms, receiving minimum assistance.

2.4.2.1 With child on his stomach on flat surface, position yourself beside him, and demonstrate elevating yourself on your forearms. Cue with, "Up."

2.4.2.2 Encourage child to raise on his forearms, using the cue, "Up." If necessary, give assistance in positioning his hands and arms. Reinforce any approximation with praise or treat.

2.4.3 Child will, while lying on a flat surface, elevate himself on his forearms, holding position for a minimum of two seconds.

2.4.3.1 With child on his stomach, cue with, "Up." Reinforce his success immediately with praise and/or treat.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.5

PROFILE ITEM:

Head erect and steady.

BEHAVIORAL DEFINITION:

Child will hold head erect and steady while being held, or sitting independently.

CUE/S:

"Head up."

MEASUREMENT CRITERIA:

Child will consistently hold his head erect and steady.

MATERIALS NEEDED:

Optional - may use toys.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.5.1 Child will, independent of neck support, hold his head erect and steady.

2.5.1.1 While child is sitting on your lap, cue with, "Head up." Stroke or pat his head so he identifies cue with his head as well as a means of reinforcement.

2.5.1.2 While child is sitting in chair, cue with, "Head Up." Pat his head, stroke under his chin. Reinforce with praise and/or food. When child seems to be tiring, change his position, holding him, or placing him in a position where his head and neck are given a rest.

2.5.1.3 When child is rested, return him to a seated position. Continue cue of, "Head up" and reinforce his success with praise, enthusiasm, etc.. Supply him with toys to play with, or call his attention to people, pets, etc. in the room to encourage him to hold up his head.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.6

PROFILE ITEM:

From stomach position, lifts head and shoulders at ninety degree angle, looks around.

BEHAVIORAL DEFINITION:

While lying on stomach, child will lift head and shoulders at ninety degree angle, and look around.

CUE/S:

"Up."

MEASUREMENT CRITERIA:

Child will while on stomach consistently be able, upon request, to lift his head and shoulders at a ninety degree angle, and look around.

MATERIALS NEEDED:

Rattle, squeaky toy or bell.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.6.1 From stomach position, child will be able, with assistance, to lift his head and shoulders at a ninety degree angle.

2.6.1.1 While child is lying on his stomach on floor, assume a like position facing child. Elevate yourself on your elbows. Draw his attention to your face by talking to him. Cue with, "Up." While saying "up" physically assist child in pushing himself up by positioning his hands flat on floor, at shoulders, elbows bent and extended outward and from his body. If he has difficulty raising himself, place hand on his buttocks for added support.

2.6.1.2 While lying facing the child, hold a toy, play with it, talk about it, manipulate it in an interesting fashion, always on a level necessitating the child's raising his head and shoulders in order to observe activity. Cue with, "Up" said in an encouraging manner. Reinforce his efforts with praise and/or treat.

2.6.1.3 Change your position by lying beside child, your shoulders in line with his. Place toys in front of you necessitating child's lifting head and looking in your direction. If necessary, give physical assistance by positioning child's hands and arms in a manner to encourage his attempts at elevation. Cue with, "Up."

PROFILE NUMBER 2.6 CONTINUED

2.6.2 From stomach position child will independently lift head and shoulders at a ninety degree angle and look around.

2.6.2.1 While child is lying on stomach on floor, lie beside him, your shoulders in line with his. Give the cue of, "Up" and elevate yourself to encourage his activity. Use rattle, squeaky toy, bell, etc. to encourage his turning his head.

2.6.2.2 Change position so that you are on the opposite side of child and repeat the procedure. Reinforce with verbal praise, smiles, hug, etc..

2.6.2.3 While lying beside child, both of you in elevated position, draw his attention to other activity, objects, etc. in room, particularly pets and other children that are moving around. Comment on their activity to encourage his attention.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.7

PROFILE ITEM:

Recovers rattle from chest.

BEHAVIORAL DEFINITION:

While lying on his back child will recover rattle from his chest.

CUE/S:

"Rattle", "Get rattle."

MEASUREMENT CRITERIA:

Able to retrieve rattle from chest consistently on request.

MATERIALS NEEDED:

Rattle.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.7.1 Child will attend to fact that rattle is on his chest.

2.7.1.1 While child is lying on back, take a rattle and show it to him. Shake it, refer to it as "rattle."

2.7.1.2 Place rattle in childs hand, wrapping his fingers around it, and let him manipulate it in his own hand. Show enthusiasm for his success in making noise with the rattle, referring to it by name.

2.7.1.3 Place rattle on child's chest, say "rattle." Take his hand in yours and guide it to the rattle. When his hand is on the rattle, reinforce with praise and enthusiasm.

2.7.2 Child will recover rattle from his chest, with assistance.

2.7.2.1 With child on his back, show him the rattle, shake it, and while he is attending, place it on his chest. Cue with, "Rattle."

2.7.2.2 If child does not make an effort to recover the rattle, pick it up, rattle it, and replace it on his chest. Guide his hand with yours and when it is on the rattle cue with, "Get rattle." Reinforce with praise, treat, etc..

PROFILE NUMBER 2.7 CONTINUED

2.7.3 Child will recover rattle from his chest independent of assistance.

2.7.3.1 With child on his back, take rattle in your hand, shaking it, and making a game of "Where's the rattle?" Put it in different locations out of child's view, reproduce it with enthusiastic expressions such as, "Here's the rattle."

2.7.3.2 Place rattle on child's chest, use cue, "Get rattle." When he is successful in recovering rattle, reinforce with praise, enthusiasm, etc..

2.7.3.3 When child is playing independently with rattle and drops it on his chest, encourage his retrieval by directing him with verbal request to "Get rattle." Reinforce with praise and smiles.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.8

PROFILE ITEM:

Grasps object placed in hand.

BEHAVIORAL DEFINITION:

Child will, upon cue, grasp an object placed in his hand, and hold for a minimum of ten seconds.

CUE/S:

"Hold."

MEASUREMENT CRITERIA:

Maintain grasp on object for ten seconds.

MATERIALS NEEDED:

Rattle, squeeze toy, or other easily grasped object.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.8.1 Child will, with assistance, grasp an object placed in his hand.

2.8.1.1 With child in sitting position, or lying down, put your forefingers in his hands. Cueing with, "Hold." Wrap his fingers around your forefinger if necessary and exert some "Pull" in an effort to get child to resist the pull, even briefly.

2.8.1.2 With child in sitting or lying down position take a rattle, or other toy small enough to be easily grasped in child's hand. Hold toy in your hand, within child's view and shake it. Draw attention to toy by verbalizing to child about it, continuing auditory stimulation of toy.

2.8.1.3 Take toy and place in child's hand. If needed, give physical assistance by closing the child's fingers around the toy using cue, "Hold." Move his hand with the toy in it, so that he is able to both see and hear it.

PROFILE NUMBER 2.8 CONTINUED

2.8.2 Child will grasp an object placed in his hand.

2.8.2.1 Show toy to child. Squeeze or shake toy in order to attract child's attention.

2.8.2.2 Place toy in child's hand cueing with, "Hold." If child releases toy immediately, replace it in his hand, repeating cue. Reinforce any success he has, no matter how brief, by praise, hug, etc..

2.8.3 Child will grasp object placed in hand independent of assistance and hold for a minimum of ten seconds.

2.8.3.1 Show child toy and place it in his hand, cueing with, "Hold." Repeat cue, reinforce with verbal praise. Change type of toy offered him using toys varying in tactile stimulation, as well as sound, and color.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.9

PROFILE ITEM:

Retains grasp on block held in each hand.

BEHAVIORAL DEFINITION:

Child will retain grasp on block held in each hand.

CUE/S:

"Hold."

MEASUREMENT CRITERIA:

Holds block in each hand.

MATERIALS NEEDED:

Four wooden blocks - one inch size

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.9.1 Child will, with maximum assistance, retain grasp on block held in each hand.

2.9.1.1 With child sitting on floor, position yourself facing him and put two blocks in front of him and two in front of you (use the one inch wooden blocks). Draw his attention to the blocks verbally and demonstrate by picking up one of your blocks.

2.9.1.2 Examine the block you are holding, commenting on its color, pictures on it, etc.. Encourage child to pick up one of his blocks. If he does not pick up the block from your demonstration and verbal cue, take one of his blocks and place it in his hand. Cue with, "Hold." Reinforce with enthusiastic comment and praise.

2.9.1.3 Pick up your other block so that you are now holding a block in each hand. Show him your hands with a block in each one and encourage him verbally to pick up a block in the other hand, using the cue, "Hold", while indicating the block. If he does not pick up the block, place the block in his hand, cueing with, "Hold." While he is holding a block in each hand, reinforce with praise and smiles.

2.9.2 Child will retain grasp on block held in each hand, receiving maximum assistance.

2.9.2.1 Sit opposite child on floor or at play table. Put two blocks in front of him and two in front of you. Demonstrate by picking up one of your blocks and direct him to "Hold" one of his. If he seems confused, try removing one block, and requesting again that he "Hold" the block. If he does not make an attempt, take his hand and place it over the block cueing with, "Hold." Reinforce with praise when he picks it up.

2.9.2.2 With you and child both holding a block in one hand draw child's attention to the other block. Demonstrate by picking up your other block and encourage child to pick up his other block using cue, "Hold." If he does not respond take his hand and place it over the block cueing with, "Hold." Reinforce with praise and smiles when he picks it up.

2.9.3 Child will retain grasp on block held in each hand, independent of assistance.

2.9.3.1 Sit on floor or at table with child. Place two blocks in front of child and two in front of you. Verbally direct and demonstrate by picking up one block in each of your hands and indicating childs blocks and hand. Cue with, "You hold."

2.9.3.2 When child has picked up one block, reinforce with praise and indicating the other block and his other hand, cue with, "Hold." Reinforce with praise, smiles, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.10

PROFILE ITEM:

Sits with slight support.

BEHAVIORAL DEFINITION:

Child will sit with only slight back support.

CUE/S:

"Sit up."

MEASUREMENT CRITERIA:

Consistently able to sit with slight support.

MATERIALS NEEDED:

Optional: Pillows, couch or armchair, infant seat, high chair, stroller.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.10.1 Child will sit, propped, with support on three sides (Maximum suppor

2.10.1.1 When holding child in your lap while feeding or playing with him hold him in a sitting position. Vary positions by placing him s he is facing in a side position on your lap, with the crook of your arm giving the support or so that his back is supported by your body, facing forward. Place your arms around his middle to increase his feeling of confidence.

2.10.1.2 Prop child in sitting position in infant seat (strapping in) placing seat in a position enabling him to see activities of others around him. Begin with infant seat only slightly elevate increasing erectness of position.

2.10.1.3 Prop child in a sitting position in a corner of the couch or cha with arms using the back and the arm of the couch or chair as support on two sides and a pillow or bolster on the third side. Cue with, "Sit up" and comment on the fact that he is sitting. Reinforce with smiles and attention.

PROFILE NUMBER 2.10 CONTINUED

2.10.2 Child will sit with minimum support.

2.10.2.1 Place child in high chair, letting him join the family for meals. Use high chair strap or towel of necessary to keep him fr from slipping. Comment on the fact that he is "sitting up."

2.10.2.2 While child is in high chair, stroller or baby chair with tray, place on tray top, such as those with suction cups on them which will respond to child's movement, in an effort to make "sitting up" a more interesting and desirable behavior for child. The folding type strollers, constructed of mesh will conform to the child's body and give more support.

2.10.2.3 Sit on floor with child sitting between your legs. Place his back up against your body and extend your arms at his sides. Control the amount of support given him by positioning your body and arms. Occasionally lean back somewhat, reducing the amount of back support given, or move your arms out, reducing side support. Position his own arms down at his sides, palms of hands placed on floor, so that he is receiving some support from them. Cue with, "Sit up." Reinforce with praise, smiles, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.11

PROFILE ITEM:

Reaches for objects beyond grasp.

BEHAVIORAL DEFINITION:

Child will reach for an object beyond his grasp.

CUE/S:

"Reach" or "Name of object."

MEASUREMENT CRITERIA:

Observes and reaches for objects.

MATERIALS:

Optional: Mobile, rattle, squeeze toy, bell, water toys.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.11.1 Child will attend to object that is within his line of vision, but beyond his grasp.

2.11.1.1 Place a brightly colored mobile over his bed or playpen in such a manner that his movement of kicking or shaking the bed causes the mobile to move and/or make a pleasant sound.

2.11.1.2 Initiate movement of the mobile by manipulating it yourself, commenting on the movement and encouraging him in making an effort to make it move.

2.11.1.3 Attach toys to ribbon or elastic and tie to sides of crib or playpen. May hang down from side or be suspended across the top in "crib gym" fashion.

2.11.2 Child will, with assistance, reach for an object beyond his grasp.

2.11.2.1 Dangle an object in front of child, first positioning object directly in the mid-line of his vision, slowly moving it. Draw attention to the toy both by its movement or sound and by own comments. Use cue, "Reach."

2.11.2.2 Bring object closer to child. If he does not reach for toy take his hand in yours extending his arm upward, using the cue, "Reach." Help him touch the toy and reinforce this success with smiles and enthusiasm.

2.11.3 Child will reach for object beyond his grasp independent of assistance.

2.11.3.1 With child in either a lying or sitting position, manipulate a toy within his line of vision but outside his reach. Encourage him to reach for toy by verbal cue of, "Reach."

2.11.3.2 While child is in tub, place floating toys in with him and create water movement to float the toys beyond his reach, again encouraging him to reach by verbal cue. After he attempts reach, "catch" a toy for him in game fashion.

2.11.3.3 Place toys within his line of vision, but slightly out of reach, encouraging him to reach for them. Reinforce his attempt to reach with praise, smiles, etc. and by placing toy within reach.

NOTE: These activities are to encourage the child to reach and should result in immediate reinforcement by putting toy within his reach, in order to avoid frustration.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.12

PROFILE ITEM:

Momentarily supports a large portion of his weight.

BEHAVIORAL DEFINITION:

Child will momentarily support a large portion of his weight, when being held by grasping under arms, or around middle, feet touching adults lap or other surface.

CUE/S:

"Stand up", "Stand."

MEASUREMENT CRITERIA:

Consistently able to support large portion of his weight for four or five seconds.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.12.1 Child will momentarily support a large portion of his weight.

2.12.1.1 Sit in chair and hold child in standing position facing you. Position your hands under his arms or around his middle. Get his attention by talking to him, smiling, etc.. Put his feet down gently on your lap, cue with, "Stand up" when you feel his legs straighten out. Let him support his own weight for a few seconds. Reinforce. Do not lessen your support of holding him upright and helping him maintain balance.

2.12.1.2 Repeat same activity while you are seated on floor. Place child's feet down lightly on the floor, use cue, "Stand up." Be sure you do not set the child's feet down hard enough to jar him. Momentarily let him support his own weight. Reinforce with smiles, praise, and comments that he is "Standing up."

2.12.1.3 For further variety, position child in standing position, momentarily letting him support his own weight while you are holding him up on a variety of surfaces, such as the bed, couch, table top, etc.. Cue with, "Stand up." Reinforce with praise, smiles, etc..

2.12.1.4 Position child in front of mirror with his feet on the floor. Cue with, "Stand up" and let him briefly support his own weight, letting him see himself standing in the mirror, which will also serve as reinforcement.

2.12.1.5 Position child in standing position on table or chair where he is able to look out a window. Briefly let him support his own weight and cue with, "Stand up." Reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.13

PROFILE ITEM:

Pulls self into sitting position.

BEHAVIORAL DEFINITION:

Child will, independent of assistance, pull himself into a sitting position.

CUE/S:

"Set up."

MEASUREMENT CRITERIA:

Pulls self up holding onto adults fingers, dowel stick, etc..

MATERIALS NEEDED:

Dowel stick, towel.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.13.1 Child will, while receiving assistance, maintain a grasp while he is being pulled to a sitting position.

2.13.1.1 Position child on his back on bed or mat on floor. Talk to child to get his attention. Place your forefingers or thumbs about six inches from his face easily within view. Wiggle them, draw attention to them verbally. Encourage child to grasp them.

2.13.1.2 If child makes no attempt to grasp your fingers, place them in his grasp and with the rest of your hand, grasp his wrist and arm. Slowly pull him up into a sitting position. Use the cue, "Sit up" as you pull him and reinforce with praise.

2.13.1.3 Ease child gently back into lying position, at no time during this sitting up procedure should the child be allowed to fall back, even if a pillow or other soft surface is behind him.

2.13.1.4 To add variety to the strategies used while maximum assistance is being given, a dowel stick may be offered the child. Use a dowel about twelve inches long and ¼ to ½ inch in diameter. Extend this to the child while he is lying on his back and encourage him to grasp it, using the cue, "Sit up." (Occasionally a child will respond somewhat better to a dowel which has been wrapped in a colorful material such as flannel or corduroy.) If child makes no attempt to grasp the dowel stick, place his hands over the stick and put yours over his. Pull up gently, using the cue, "Sit up" as you do so. Reinforce with praise, smiles, etc.. Gently lower him again to a lying position. A towel may be used in place of the dowel stick, using the same techniques.

2.13.2 Child will pull himself into a sitting position.

2.13.2.1 Place child on bed, or floor. Talk to him to get his attention. Extend your fingers or a dowel stick to the child and cue with, "Sit up." When child has your fingers or the stick in his grasp, encourage him to exert pull on his own. When you detect any attempt of his to pull, praise him. Continue cue of, "Sit up" give occasional gentle tug upward. When child discontinues any attempt to pull himself, gradually lower him again to a lying position and reinforce the success he has had.

2.13.2.2 Continue offering child your fingers or dowel to grasp. Cue with, "Sit up", gradually reduce the amount of assistance you are giving until child is consistently exerting his own pull to achieve the sitting position. Reinforce with enthusiastic comments on his "sitting up." Praise, hug, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.14

PROFILE ITEM:

Bangs with object held in his hand.

BEHAVIORAL DEFINITION:

Child will bang with an object held in his hand upon verbal cue.

CUE/S:

"Bang."

MEASUREMENT CRITERIA:

Bang object on verbal request.

MATERIALS NEEDED:

Block, spoon, rubber toy, or like object.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.14.1 Child will bang with object held in his hand (with maximum assistance).

2.14.1.1 Set up a play situation with you and child sitting on floor or at play table. Have several object available, such as block, spoon, rubber toy hammer. Take one in your hand, talk about it with child and encourage him to take one in his hand.

2.14.1.2 If he does not pick up an object, put one in his hand and discuss it with him. While you are both holding an object, take yours and bang on the floor or table. Explain to him what you are doing and cue with, "Bang-bang."

2.14.1.3 If he does not bang his, take his hand and make it bang. Comment enthusiastically about the noise he is making, repeating the cue, "Bang." Reinforce him with praise, hug, etc..

2.14.2 Child will bang with an object held in his hand (minimum assistance).

2.14.2.1 While sitting with child take an object in your hand, make comments to child about what you have in your hand, drawing his attention to it. Encourage child to take an object in his hand. When he is attending, bang your object on floor or table, laughing and say, "Bang-Bang."

2.14.2.2 If child holds object but does not bang it, place his hand, with object in it, on table or floor, and reinforce any amount of success with praise and repeat the cue, "Bang."

PROFILE NUMBER 2.14 CONTINUED

2.14.3 Child will bang with object held in his hand, independent of assistance other than verbal cue.

2.14.3.1 When child is in an independent play situation, observe for opportunity to instruct him to "bang". When he is holding an object cue with, "Bang" and reinforce with enthusiastic comments and praise.

2.14.3.2 If child does not perform the object banging upon verbal cue, demonstrate the activity yourself, and repeat the cue,"Bang-Bang" while doing so. Use verbal cue alone and reinforce child's attempt to bang object, even if his effort should result in no more than one contact between object and floor.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.15

PROFILE ITEM:

Turns from stomach to back, from back to stomach.

BEHAVIORAL DEFINITION:

Child will turn from stomach to back, from back to stomach.

CUE/S:

Roll over.

MEASUREMENT CRITERIA:

Consistently able to roll over.

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.15.1 Child will turn from stomach to back, from back to stomach, with maximum assistance.

2.15.1.1 Place child on floor on his stomach. Get on his left side and talk to him, drawing his attention, and necessitating his turning his head to that side. When he has turned to you and is attending, explain to him that he is going to "roll over." Position his hands up by his chest, his hands palm down on the floor and elbows bent at sides. Raise his left shoulders with your one hand and with your other hand take his left ankle, crossing it over his right and gently roll him over.

2.15.1.2 With child on his back, reinforce with enthusiasm, using the cue and your praise, "Good, you rolled over." Talk to him while he is on his back and show your pleasure that he has "rolled over."

2.15.1.3 While child is on his back get on his right side, talk to him, and when his head is turned toward you and he is attending, cue with, "Roll over." With his head turned to the right, bend his left leg, and putting pressure on his right leg, put your other hand under his left shoulder, and gently roll him over on his stomach using cue, "Roll over." Reinforce with praise, smiles, etc., telling him he has "Rolled over."

2.15.2 Child will turn from stomach to back, and from back to stomach, with minimum assistance.

2.15.2.1 With child on floor, either on his stomach or back, get down with him. Position yourself at his side, and give the cue, "Roll over." If necessary, help in positioning his arms and legs, but do not exert enough pressure to roll him over. Encourage him to push himself. If he gets part way over, put your hand on his back to prevent his having to start from the beginning. Let him rest briefly, then repeat cue, "Roll over." If he is not able to complete the turn, give him enough assistance to complete the turn and reinforce with praise and enthusiasm.

2.15.3 Child will turn from stomach to back and from back to stomach, on verbal cue.

2.15.3.1 Get down on floor with child, play with him, tell him you're going to "roll over." When he is attending, roll over several times yourself, showing enjoyment and pleasure. Cue with, "Roll over."

2.15.3.2 When child completes a successful stomach to back, back to stomach turn, reinforce with praise, hugs, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.16

PROFILE ITEM:

Sits erectly in chair.

BEHAVIORAL DEFINITION:

Child will sit erectly in chair, maintaining sitting position for fifteen to twenty minutes per period.

CUE/S:

"Sit up."

MEASUREMENT CRITERIA:

Sit erectly in chair for fifteen to twenty minutes.

MATERIALS NEEDED:

High chair, or one with this type support, regular chair.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.16.1 Child will sit in high chair (or other chair with back and sides) with supporting aid.

2.16.1.1 If chair seems large for child, use pad (commercial or blanket). Seat child in chair, using towel or other materials to tie around his middle at the back of chair to keep him from slipping. Refer to the fact that he is "sitting" and use the cue, "Sit up." Let him join the family for meals. Place toys and treats on his tray, these, plus the increased opportunity to socialize with the family will serve as reinforcement.

2.16.1.2 When child is able to sit without slipping down remove towel for trial period. Repeat cue, "Sit up." If child's head control is not well developed keep these periods of sitting short, terminating them when it is apparent child is tiring.

PROFILE NUMBER 2.16 CONTINUED

2.16.2 Child will sit erectly in chair with no other supporting aid than the back and sides of the chair.

2.16.2.1 Place child in chair with his back against the chair back. Use no other supporting devices, use the cue, "Sit up." Praise and enthuse over the fact he is sitting up. If child has tendency to slide down, or slump, continue use of chair with tray attached and show child by positioning his hands on tray that he can exert pressure to support himself.

2.16.2.2 Observe and record length of time child sits without slumping and strive for gradual increase. Reinforce with verbal praise.

2.16.3 Child will sit erectly in chair.

2.16.3.1 When child is able to sit in a chair with side support for ten to fifteen minutes without slumping or sliding, place him in a chair that provides back support only. Cue with, "Sit up." Reinforce with praise, smiles, etc..

2.16.3.2 Gradually increase the amount of time child sits, do not leave child sitting in an adult type chair unattended. Talk with him, play with him, while he is sitting. Reinforce by praising him for "Sitting up" and change him to other position before he tires.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.17

PROFILE ITEM:

Transfers object from one hand to the other.

BEHAVIORAL DEFINITION:

Child will, without assistance, complete transfer of an object held in one hand to the other hand upon verbal cue and/or demonstration.

CUE/S:

"Other hand."

MEASUREMENT CRITERIA:

Consistently able to transfer object from one hand to other.

MATERIALS NEEDED:

Easily grasped object such as block, cube, etc..

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.17.1 Child will grasp object and voluntarily release it.

2.17.1.1 Position child in seated position on floor, or at table. Place an easily grasped object in front of him (Ex: one inch wooden block, cube, or other object that can be picked up with whole hand grasp) Take an identical object for yourself. Encourage him to reach out and pick it up. Verbal cues and demonstrate by picking up your object.

2.17.1.2 Talk to the child about the object (color, texture, etc.) encouraging him to pick it up. If he does not, put the object in his hand, showing him that you both are now holding the item.

2.17.1.3 Demonstrate putting the object you are holding on the floor, explaining, "I'm putting my block on the floor, you put yours down by mine." Take his hand in yours if necessary and help him release block. (To determine his ability to voluntarily release object.)

2.17.2 Child will, with assistance, complete transfer of object held in one hand to the other.

2.17.2.1 While child is holding object such as block, in his hand, take a block in your own hand and talk to the child about what you're doing. Draw his attention to the fact that the block is "in your hand." Using the cue, "Other hand," transfer your block, encouraging him to do the same.

2.17.2.2 If necessary, take both his hands in yours and help him release the block from one hand to the other. Reinforce with praise and comment the block is in his "other hand."

PROFILE NUMBER 2.17 CONTINUED

2.17.3 Child will transfer object from one hand to the other, upon verbal cue and/or demonstration.

2.17.3.1 Set up a play situation in which both you and child are maniuplating objects, examining them and discussing them. When you are both holding an object in one hand, transfer yours to your other hand, cueing with, "Other hand." Continue this activity for one or two minutes making it game-like and repeat cue of, "Other hand."

2.17.3.2 Child need not transfer his object as frequently as you. Reinforce each transfer he makes with praise and encouragement.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.18

PROFILE ITEM:

Sits without support.

BEHAVIORAL DEFINITION:

Child will sit independent of any support having his hands free for playing and eating.

CUE/S:

"Sit up."

MEASUREMENT CRITERIA:

Able to sit alone.

MATERIALS NEEDED:

Small toys that he can pick up.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.18.1 Child will sit with slight support.

2.18.1.1 Give child opportunity to enjoy "sitting up" by placing him in high chair and letting him sit with the family during meals. Comment on the fact that he is sitting up and use the cue, "Sit up" when you place him in his chair.
While child is in high chair, place on his tray toys such as those with suction cups which will respond to the child's movement, in an effort to make sitting up a desirable and interesting behavior for the child.

2.18.1.2 Place child in the "bouncing" or low play table type chair and include him in the family circle while other family members are sitting watching TV, or visiting.

2.18.1.3 Sit on floor with child sitting between your legs. Place his back up against your body and extend your arms at his sides. Control the amount of support given him by positioning your body and arms. Lean back, reducing the amount of back support given or move your arms out, reducing side support. Position his own arms down at his sides, palms of hands placed on floor, so that he is receiving some support from them. Cue with, "Sit up." Reinforce with praise, smiles, etc..

2.18.2 Child will sit without support.

2.18.2.1 When child is able to sit ten or fifteen minutes with only slight support, put him on the floor in a sitting position. Cue with, "Sit up." Sit with him, place toys between you and play together with the toys while encouraging him to use his hands in playing with the toys and decreasing the tendency for him to use his hands for support. (Use favorite toys, or edible treats.) Reinforce with praise.

2.18.2.2 Observe and record the amount of time the child sits before tiring. Work to gradually increase the amount of time he sits, reinforcing with your attention and comment that he is "sitting up.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.19

PROFILE ITEM:

Bounces when held in standing position.

BEHAVIORAL DEFINITION:

Child will bounce when held in a standing position, supported by adults hands placed under his arms or around his middle.

CUE/S:

"Bounce."

MEASUREMENT CRITERIA:

Bounces when held in standing position.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.19.1 Child will bounce when held in standing position (Maximum assistance).

2.19.1.1 While you are seated in chair or on floor, hold child in standing position, facing you. Position your hands under his arms or around his middle. Get his attention by talking and smiling to him. Put his feet down gently on your lap or on the floor. (Do not at this stage let him support his own weight more than momentarily.)

2.19.1.2 As child's feet lightly touch on your lap or the floor, gently bounce him upward saying "bounce, bounce." Bounce three or four times and stop. Watch for evidence of child's enjoyment of the activity.

2.19.1.3 Repeat the activity, making sure you do not set the child's feet down hard enough to jar him. Continue saying, "Bounce, bounce" in a rhythmic accompaniment to the bouncing. Stop after three or four bounces and observe his response. If child shows enjoyment or attempts to initiate bouncing reinforce with praise and smiles, showing enjoyment yourself and bounce him several more times.

PROFILE NUMBER 2.19 CONTINUED

2.19.2 Child will bounce when held in standing position (minimum assistance).

2.19.2.1 Position child as before, with your hands under his arms or around his middle and giving the cue, "Bounce" initiate the movement yourself, bouncing once or twice, stop, and still holding child in position, his feet touching your lap, cue with, "Bounce."

2.19.2.2 Reinforce any attempt child makes to bounce by giving gentle assistance each time child attempts to push off with his own legs when his feet touch your lap. Smile, praise and show enjoyment with the activity.

2.19.3 Child will bounce when held in standing position.

2.19.3.1 Hold child in position and smile and talk to him while waiting for him to initiate the bouncing activity independent of assistance or verbal cue.

2.19.3.2 If child does not initiate the activity, repeat the cue, "Bounce." Reinforce his attempts to push off with his legs by smiles and praise.

2.19.3.3 Give child opportunities to bounce on other surfaces by supporting him in the same fashion while letting his feet touch the bed, couch, etc.. Reinforce his bouncing movements with your own enjoyment and praise and repeat the word, "Bounce" in rhythm with his movements.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.20

PROFILE ITEM:

Picks up small objects using pincer grasp.

BEHAVIORAL DEFINITION:

Child will pick up small objects using the pincer grasp.

CUE/S:

"Pick up."

MEASUREMENT CRITERIA:

Able to pick up small object using thumb and forefingers in opposition.

MATERIALS NEEDED:

Small objects such as beads, cubes, marbles, etc.. Cup.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.20.1 Child will pick up small objects, using the pincer grasp (Receiving maximum assistance.).

2.20.1.1 Position child sitting on floor or at play table. Sit opposite the child and place small objects on the play surface between you (use objects that are light in weight so child can pick them up using his thumb and fingers). Draw his attention to the objects by discussing them and picking them up yourself.

2.20.1.2 As you pick up the objects, one by one, drop them in a cup or bowl. Make the activity "game" like, discussing and explaining to the child what you're doing. As you pick up each object, say, "Pick up." Encourage child to imitate you.

2.20.1.3 If necessary, position child's fingers in a pincer grasp (may use four fingertips in opposition to the thumb) and with your hand over his, assist him in grasping the object. As you close his fingers on the object, cue, "Pick up." Reinforce with enthusiasm for his success. Assist him in dropping the object in the bowl.

2.20.1.4 Give child toys that require a pincer grasp to operate (such as wind up musical toy, take apart toys, etc.). Demonstrate procedure for operation and encourage him to imitate. Positon his fingers and with your hand over his, assist him in succeeding in manipulation of the toy. Reinforce.

PROFILE NUMBER 2.20 CONTINUED

2.20.2 Child will pick up small objects using pincer grasp (minimum assistance).

2.20.2.1 Position child sitting on floor or at play table, and seat yourself opposite him. Provide toys that give child opportunity to probe and poke with his forefinger to increase his finger dexterity (form board, shape-o-ball, plastic pill bottles, etc.). Poke and probe the openings in these toys with your forefinger, talking about the activity as you demonstrate.

2.20.2.2 Remove these objects and put small objects on floor between you. Demonstrate and cue with, "Pick up." If child has difficulty, help him in positioning his thumb and fingers, then encourage him to "pick up." Reinforce his success in picking up the object, regardless of whether he is able to release the object in a container.

2.20.3 Child will pick up small object using pincer grasp.

2.20.3.1 Join child in play activity of removing large size pegs from pegboard. Demonstrate by removing peg from board with your thumb and forefinger saying, "Pick up" each time you grasp and remove peg.

2.20.3.2 Scatter pennies on play surface and with child, pick them up and drop them in open purse, or other container.

2.20.3.3 Place buttons on floor between you and child and encourage him to help you pick them up and return them to your button box. Continue cue of, "Pick up" until child spontaneously and independent of verbal cue or demonstration is using pincer grasp in picking up small objects.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.21

PROFILE ITEM:

Makes stepping movements when held.

BEHAVIORAL DEFINITION:

Child will make stepping movements when held in a standing position, supported by adults hands under his arms or around his middle.

CUE/S:

"Walk."

MEASUREMENT CRITERIA:

Stepping movements when held.

MATERIALS NEEDED:

Optional: May use crawligator, walker.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.21.1 Child will make stepping movements when supported by adult hands (maximum assistance).

2.21.1.1 While you are seated on chair or on floor, hold child in standing position, facing you. Position your hands around his middle. Get his attention by smiling and talking to him. Put his feet down gently on your lap (do not at this stage let him support his own weight longer than momentarily). With slight pressure on his middle back cause first one, then the other of his legs to move forward on your lap. Cue with, "Walk" for each of the "steps" you pattern for him and reinforce with smiles and praise, referring to his activity as "walking."

2.21.1.2 Provide child with crawligator toy, which is manipulated by his lying on his stomach and can be moved by movement of either his arms or legs.

2.21.1.3 When child is seated in stroller, walker, or on wheel toy, take his feet in your hands and moving first one then the other cue with, "Walk." Reinforce with praise.

2.21.2 Child will make stepping movements when supported by adult hands (minimum assistance).

2.21.2.1 While you are seated, hold child in standing position, facing you. Position your hands around his waist and put his feet down gently on your lap (make sure not to put his feet down hard enough to jar him). With his feet on your lap and his weight supported by you cue with, "Walk."

2.21.2.2 Reinforce any attempt child makes to approximate stepping movements, by praise and enthusiastic comments that he is "walking." Once he has initiated the movement, use gentle pressure at his mid back to continue several more stepping movements saying, "Walk" rhythmically with each step. Let him experience the feeling of "climbing" up your front.

2.21.3 Child will make stepping movements when held.

2.21.3.1 Hold child under arms or around middle and with his feet in your lap, smile and talk to him while waiting for him to initiate the stepping movements independent of assistance or verbal cue.

2.21.3.2 If child does not initiate the movement, repeat the cue, "Walk." Reinforce his attempt to make stepping movements with smiles and praise.

2.21.3.3 Give child opportunity to make stepping movements on other surfaces than your lap, by supporting him under arms or around middle and placing feet gently on floor, bed, couch, etc.. Reinforce his stepping movements with your own enjoyment and praise, and repeat the cue, "Walk" in rhythm with his steps.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.22

PROFILE ITEM:

Stands holding on.

BEHAVIORAL DEFINITION:

Child will stand, holding on to person or object for support.

CUE/S:

"Stand up."

MEASUREMENT CRITERIA:

Consistently able to stand holding on.

MATERIALS NEEDED:

Chair, table, or like object to use for support.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.22.1 Child will stand with maximum support.

2.22.1.1 While you are seated, hold child under arms or around middle, and with him in a standing position facing you, cue with, "Stand up." Place his feet on your lap and allow him to support his own weight for several seconds if he is able to do so. However, maintain a firm grip so that he feels secure in this position.

2.22.1.2 Holding child in the same manner, place his feet gently on the floor and cueing with, "Stand up" let him get the feel of his feet on the floor.

2.22.1.3 Put child in a bouncing chair which allows his feet to touch floor. If he does not initiate standing up in the chair, pull him up and cue with, "Stand up." Do not remove your support while he is standing and let him back down gently.

2.22.1.4 With your hands under the child's arms, hold him briefly in a standing position in front of a mirror and use the cue, "Stand up." Reinforce with praise and comment on the fact that he is "Standing up."

2.22.2 Child will stand holding on with some assistance.

2.22.2.1 Place child in standing position in crib, place his hands over the rails and put your hands over his, cue with, "Stand up" and reinforce with praise. Ease him to a sitting position after he has stood briefly.

2.22.2.2 Place child in standing position at side of piece of furniture. Stand or kneel beside him, with your hand supporting him under one arm or by putting your fingers in the waist of his pants at back. Cue with, "Stand" and enthuse over the fact that he is standing.

2.22.3 Child will stand holding on.

2.22.3.1 Place child in standing positon beside a piece of furniture (chair or table of a height to allow his hands to grip for support without having to either reach up or bend over to hold on). If necessary, place his hands on furniture and separate his legs, giving him a stance that will make for a better balance. Cue with, "Stand up." Reinforce.

2.22.3.2 Put a favorite toy or treat on the table so that he is both encouraged to stand and to use only one hand for support.

2.22.3.3 Show child (both by verbal directions and assistance) how to ease himself down from the standing position. Bend his knees until he is in a squatting position and guide his hands in release. Do not leave him standing unattended until he is able to do this.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.23

PROFILE ITEM:

Crawls (stomach touches floor).

BEHAVIORAL DEFINITION:

Child will crawl (stomach touching floor) using his arms and legs to propel him, for a minimum distance of three feet.

CUE/S:

Crawl.

MEASUREMENT CRITERIA:

Crawl - three feet.

MATERIALS NEEDED:

Towel or small blanket to place around child's middle.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.23.1 Child will crawl with maximum assistance.

2.23.1.1 Place child on floor on stomach, his arms extended on floor up by his head, hands palm down on floor, his legs extended out straight. Stand over child straddling him and put your hands around his waist. Lift him up slightly. Gently ease him forward, cue with, "Crawl." Attempt to make this an enjoyable activity by putting a toy or other treat a few inches from his reach which becomes obtainable when he is moved slightly. If child objects to this activity or does not seem to enjoy it, observe his activity and wait until you have noticed an attempt on his part to inititate some crawling movement.

2.23.1.2 While child is on his stomach on the floor, place a towel or small folded blanket (receiving blanket type) around his middle. Position his arms extended on floor up by his head, hands palm down on floor, his legs extended out straight. Hold onto the blanket ends, gently propelling him by moving the blanket. Cue with, "Crawl" and reinforce his movement with praise.

2.23.1.3 (Optional) If a crawligator is available, child may be placed on this on his stomach, with his arms and legs positioned in a crawl posture. This will often serve as a motivation for the child as he finds he can move by making use of his arms and legs. Continue giving assistance.

2.23.2 Child will crawl with minimum assistance.

2.23.2.1 Place child on stomach on floor. Place a toy three to four inches in front of him and draw his attention to the toy. Cue with, "Crawl" and encourage him to crawl to the toy. If he does not assume a "crawl" position, help him into position. Place your hands at his feet, giving him something to use to "push off." Reinforce with smiles, praise, etc..

2.23.2.2 Get approximately twelve to eighteen inches in front of child and encourage him to "crawl" to you. Help position him, if necessary and initiate a gentle movement of his hands. Reinforce by picking him up, hugging, etc. when he has reached you.

2.23.3 Child will crawl (stomach touching floor) for minimum distance of three feet.

2.23.3.1 Have sibling or other family member get on floor in front of child and get his attention by talking and playing with him (begin at about one foot distance). Use cue, "Crawl" and give reinforcement of praise or treat. Gradually increase distance between child and person working with him until he is able to propel himself three feet.

NOTE: Attention should be given the type clothing the child wears for this activity. A well fitting playsuit type garmet is best, which neither binds with the child's movements nor extends down over his hands or feet in a way to hamper his movements.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.24

PROFILE ITEM:

Pulls to standing position.

BEHAVIORAL DEFINITION:

Child will pull himself from a squatting or kneeling position to a standing position.

CUE/S:

"Stand up."

MEASUREMENT CRITERIA:

Consistently able to pull self to standing position.

MATERIALS NEEDED:

Object to pull self up on, toys or treats.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.24.1 Child will pull self to standing position with assistance.

2.24.1.1 When child is in his crib or playpen and assumes a kneeling or crouching position, extend your hands toward him encouraging him to grasp them. When he is holding on, gently pull him up and place his hands on the crib rail. Cue with, "Stand up" and reinforce by pleased expressions and praise.

2.24.1.2 With child in kneeling position in play pen or crib, put his hands over rail or on bars and cue with, "Stand up." If necessary, assist by putting your hands under his bottom and give a gentle boost. It is often effective to help child attain this standing position just prior to removing him from the crib or playpen. Pick him up from this standing position and reinforce with a hug and comments as to his "helping" climb out of his crib.

2.24.1.3 With child in a position on knees place him close to a piece of furniture suitable for him to use for support to pull himself up. Give assistance by placing your hand under his bottom and giving a gentle boost if he needs it. Cue with, "Stand up." If he has a tendency to waver and sway, position his feet farther apart to increase his stability.

PROFILE NUMBER 2.24 CONTINUED

2.24.2 Child will pull self to standing position independent of assistance.

2.24.2.1 Tie toys to top of child's crib or playpen, which are out of his reach unless he is standing. Encourage him to stand by cueing with, "Stand up" and reinforce with hugs and praise.

2.24.2.2 Before removing child from crib or playpen, encourage him to pull himself to a standing position. Reinforce his success with smiles and pick him up out of the crib and hug him.

2.24.2.3 Encourage child to pull himself up to furniture by putting his hands on the object and cue with, "Stand up." It is wise to remove all wobbly or fragile objects which would not support the child in his efforts and might result in a fall.

2.24.2.4 Place toys, treats, etc. on table or chair seat, and encourage child to pull himself up by drawing his attention to the items of interest and cue with, "Stand up."

2.24.2.5 Place mirror in position by furniture so that child can see himself stand and reinforce by making pleased comments about his ability to stand up.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.25

PROFILE ITEM:

Removes peg from pegboard.

BEHAVIORAL DEFINITION:

Child will use fingers and thumb to remove peg from pegboard.

CUE/S:

"Out."

MEASUREMENT CRITERIA:

Consistently able to remove peg from pegboard.

MATERIALS NEEDED:

Pegboard and pegs.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.25.1 Child will use fingers and thumb to remove peg from pegboard (with assistance).

2.25.1.1 Place child seated on floor or at a play table. Sit beside him and place pegboard with three or four pegs (may use pegs with beaded head tops for more ease in grasping) in it between you. Draw child's attention to the board by talking about it, referring to the pegs as "pegs", discussing their color, etc..

2.25.1.2 Demonstrate by removing the pegs from the board yourself and as you remove each peg, cue with, "Out."

2.25.1.3 As you remove peg, give it to the child, encourage him to examine it using his fingers and thumb in opposition. Tell him it is a "pretty peg", etc., and return it to the pegboard yourself.

2.25.1.4 Encourage child to remove peg from board by cueing him with, "Out" and giving verbal directions. If necessary guide his fingers and thumb to the board and place them on the peg, using your fingers to help him grip the peg and remove it. Reinforce his success with praise, smiles, etc.. Make a game of the activity by helping him release the pegs into a little pile on the floor after he has removed them.

PROFILE NUMBER 2.25 CONTINUED

2.25.2 Child will use thumb and fingers to remove pegs from pegboard.

2.25.2.1 Place pegboard with eight or ten pegs in it between you and child. Have pegs rather widely spaced to begin with to allow child room to manipulate his fingers. Demonstrate by removing several pegs yourself, explaining what you're doing and direct child to remove pegs, including the cue, "Out" in your directions. Reinforce with praise and smiles.

2.25.2.2 Use different size and style of pegs for variety. A logical progression is from the larger pegs with beaded top which are used with the large hole boards, to those pegs which are small in diameter and only ½ inch in length. To make the activity more interesting, play games with the board such as standing a small plastic animal in the center and placing the pegs around him to resemble a fence or cage. Direct child to remove the "fence" by including the cue, "Out" each time he takes out a peg. Reinforce by smiles and letting the animal "escape" from the board when child has removed all pegs.

NOTE: Make sure pegs fit holes in board, being neither so loose that they fall out or so tight that child cannot remove them easily.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.26

PROFILE ITEM:

Creeps.

BEHAVIORAL DEFINITION:

Child will creep, in hand - knee position, alternating hands and feet for a minimum distance of three feet.

CUE/S:

"Creep", "Come."

MEASUREMENT CRITERIA:

Consistently able to creep a minimum of three feet.

MATERIALS NEEDED:

Optional: May use toys or treats for motivation and reinforcement.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.26.1 Child will creep, one to two feet, with maximum assistance.

2.26.1.1 Assist child in assuming creeping position by placing his hands flat on the floor in line with his head, arms held straight and sustaining the upper portion of his body. Bring his knees forward beside his trunk. If necessary, raise his abdomen from the floor for him and maintain your support on his abdomen while cueing with, "Creep." Gently propel him forward in this position.

2.26.1.2 To add to child's motivation place toy or treat at a distance of twelve to eighteen inches in front of him, and after assisting him in reaching the object, reinforce with praise and by letting him play with the treat or toy, enjoying it with him. Use the cue, "Creep" as you propel him along.

2.26.2 Child will creep one or two feet with minimum assistance.

2.26.2.1 Help child into creeping position and place yourself in the same position facing the child. Encourage the child to "creep" to you. Creep toward the child as he moves toward you and when you meet, reinforce with hugs and praise or edible treat.

2.26.2.2 Gradually increase the distance between you and child, encouraging him to creep a little further each time. Continue using the cue, "Creep" and assist child in getting into position at this stage.

PROFILE NUMBER 2.26 CONTINUED

2.26.3 Child will creep, independent of assistance for a minimum distance of three feet.

2.26.3.1 When child has independently assumed the creeping positon encourage him to creep by getting down on the floor, talk to him, smile, play with some object that interests him and cue with "Creep" to me. When child reaches you, reinforce with praise and both of you play with the toy together.

2.26.3.2 Enlist assistance of siblings by encouraging them to play with child while he is creeping, by creeping along beside him, talking and playing with him.

NOTE: Make sure that the clothing the child wears does not restrict him while he is creeping. A well fitting playsuit type garment is best, which neither binds when the child moves nor extends down over his hands and feet in a way to hamper his movement.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.27

PROFILE ITEM:

Cruises, walks sideways, while holding onto supporting objects with both hands.

BEHAVIORAL DEFINITION:

Child will walk sideways while holding onto supporting objects with both hands.

CUE/S:

"Walk."

MEASUREMENT CRITERIA:

Consistently able to cruise while holding onto object with both hands.

MATERIALS NEEDED:

Furniture or sturdy objects to support child as he holds on.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.27.1 Child will cruise while holding onto objects for support (with assistance).

2.27.1.1 When child is at the beginning crusing stage one of the more suitable objects for him to use for support is one that is three to four feet in length and of unbroken height, such as the long side of his crib, playpen, or a long low coffee table. While child is standing, holding onto his crib rail, take both his hands in yours and move them along the rail so that he is able to move in a sideways fashion along the side of the bed. It maybe necessary at first to help him position his feet so that this sideways step is possible. Reinforce with praise, commenting on his "walking."

2.27.1.2 While child is standing, holding onto his crib rail, encourage him to "walk" to you. Smile, hold out your arms from a position on the same side of crib as child is standing, about two feet down the side of the bed. Reinforce his taking even two or three sidesteps toward you by reaching out, hugging him and commenting on his "walking."

PROFILE NUMBER 2.27 CONTINUED

2.27.2 Child will cruise, holding onto objects for support.

2.27.2.1 When child is standing holding onto object with both hands, encourage him to walk the length of the object by placing favorite toy or treat at other end of object. Cue with, "Walk" and reinforce by praise and playing with him when he has reached the toy, enjoying it with him.

2.27.2.2 When child shows confidence and has become quite competent in walking the length of a single object, arrange furniture or objects in such a fashion that he is able to go from one to the other, briefly holding on with only one hand. Arrange such a progression of objects to lead to a place a child finds interesting, such as his toy box or a full length mirror, which will also serve as reinforcement for him.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.28

PROFILE ITEM:

Sits down from standing position.

BEHAVIORAL DEFINITION:

Child will be able to lower himself to a sitting position, while holding onto an object for support.

CUE/S:

"Sit down."

MEASUREMENT CRITERIA:

Consistently able to lower himself to sitting position while holding onto object for support.

MATERIALS NEEDED:

Furniture or other object for child to hold onto for support.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.28.1 Child will lower himself to sitting position, holding onto object for support (with help).

2.28.1.1 While child is standing holding onto chair or table, seat yourself on the floor beside him and get his attention by talking to him. Take some blocks and build with them, play with a ball or some other toy to stimulate child's interest and encourage him to want to join you on floor.

2.28.1.2 Show child (both by verbal directions and assistance) how to ease himself down from the standing position while his hands are still holding onto the object for support. Gently bend his knees until he is in a kneeling position. Guide his hands in release, use the cue, "Sit down" as you are helping him, and reinforce his success by praising him and playing with him using the toys you have used to stimulate his interest in sitting down.

2.28.1.3 Use every opportunity you have to help child get into sitting position from a standing one (while he is standing in crib, playpen, or holding onto object). Gradually decrease the amount of assistance you give in bending his knees and guiding his hands. Reinforce him with praise and smiles.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.28

PROFILE ITEM:

Sits down from standing position.

BEHAVIORAL DEFINITION:

Child will be able to lower himself to a sitting position, while holding onto an object for support.

CUE/S:

"Sit down."

MEASUREMENT CRITERIA:

Consistently able to lower himself to sitting position while holding onto object for support.

MATERIALS NEEDED:

Furniture or other object for child to hold onto for support.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.28.1 Child will lower himself to sitting position, holding onto object for support (with help).

2.28.1.1 While child is standing holding onto chair or table, seat yourself on the floor beside him and get his attention by talking to him. Take some blocks and build with them, play with a ball or some other toy to stimulate child's interest and encourage him to want to join you on floor.

2.28.1.2 Show child (both by verbal directions and assistance) how to ease himself down from the standing position while his hands are still holding onto the object for support. Gently bend his knees until he is in a kneeling position. Guide his hands in release, use the cue, "Sit down" as you are helping him, and reinforce his success by praising him and playing with him using the toys you have used to stimulate his interest in sitting down.

2.28.1.3 Use every opportunity you have to help child get into sitting position from a standing one (while he is standing in crib, playpen, or holding onto object). Gradually decrease the amount of assistance you give in bending his knees and guiding his hands. Reinforce him with praise and smiles.

PROFILE NUMBER 2.28 CONTINUED

2.28.2 Child will lower himself to a sitting position holding onto an object for support, receiving no other assistance.

2.28.2.1 Continue encouraging child to sit from standing position by interesting him in an activity that will motivate him to want to sit down with you. Use the cue, "Sit down" in inviting him to join you and reinforce with praise and express pleasure that you are "sitting down" together.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.29

PROFILE ITEM:

Bangs two blocks held in hands.

BEHAVIORAL DEFINITION:

Child will, holding a block in each hand, bang them together on request.

CUE/S:

"Pick up block"
"Bang."

MEASUREMENT CRITERIA:

Consistently able to bang blocks together.

MATERIALS NEEDED:

1 to 1½ inch wooden blocks (four).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.29.1 Child will pick up block in each hand with help.

2.29.1.1 Set up a play situation with you and child sitting on floor. Place four blocks (1" to 1½" size for ease in grasping) on floor between you. First model the behavior by picking up a block in your own hand, and draw the child's attention to the fact you are holding the block. Verbally cue child to pick up a block in his hand.

2.29.1.2 Encourage child to pick up the block independently. If he does, reinforce with praise. If he does not, respond by placing block in his hand and praise him for holding the block.

2.29.1.3 Pick up block in your other hand and follow the same procedure as used in attempting to get child to pick up first block. If he does not respond, follow the same procedure of putting the block in his hand and praising and commenting on your both having a block in each hand.

2.29.2 Child will bang blocks together with help.

2.29.2.1 With you and child each holding a block in each hand, bang your blocks together and cue with, "Bang - bang." Smile and show you are enjoying the activity and direct the child to "Bang" his blocks together.

2.29.2.2 If child misses or doesn't respond, take his two hands in yours and knock the blocks together. Repeat the cue, "Bang" and reinforce his success with smiles and praise.

PROFILE NUMBER 2.29 CONTINUED

2.29.3 Child will bang blocks together on cue.

2.29.3.1 Demonstrate banging blocks together in your hands, repeating "bang-bang" and direct child to bang his together. Reinforce with praise and smiles.

2.29.3.2 Encourage child to bang objects together during play periods during day when you observe him holding objects in both hands that will make a noise when banged, such as two squeeze toys, drum sticks, rattles, etc.. Reinforce with praise and repeat the cue, "Bang" when he hits the objects together.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.30

PROFILE ITEM:

Constancy of form (Ex: if bottle is handed backward, reverses to find nipple).

BEHAVIORAL DEFINITION:

Child will become aware of the constancy of form, no matter what position is in, or the position of the object handed him.

CUE/S: "turn"

MEASUREMENT CRITERIA:

Observe behavior of child in manipulating object.

MATERIALS NEEDED:

Bottle, other objects which are familiar to child.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.30.1 Child will be provided opportunity to look at objects from various angles and given assistance as needed in righting them.

2.30.1.1 If child is still taking bottle this is often a good item to begin with. It is likely there will be no object with which the child is more familiar, or which holds more appeal for him In handing child bottle, reverse it so that the nipple is away from the child. When he has taken the bottle in his hands, observe to see if he rights the position. If he does not turn it around, help him do so, saying, "Turn" as you do so. When the nipple is positioned correctly, smile and praise.

2.30.1.2 In play situation with child, hand him familiar toys in revers position. For example, hand him a rattle with the handle towa you or a stuffed toy upside down. When child is holding toy i his hand, observe to see if he rights the position. If he doe not, help him turn it around saying, "Turn." Comment and reinforce when it is righted.

2.30.1.3 Place child's toy under a table and give child opportunity to look at the bottom of the table, giving him a different perspective of the table.

2.30.1.4 Roll a ball under a chair which is high enough for a child to crawl under without bumping his head or behind a couch, moved out from the wall. Sit with child in a play situation behind couch, encouraging him to look and examine from a different perspective.

PROFILE NUMBER 2.30 CONTINUED

2.30.2 Child will become aware of constancy of form, regardless of position of object.

2.30.2.1 Continue handing child objects in reversed positions. Hand him his bottle with the nipple turned away from him and while he is manipulating it to find proper position, cue with, "Turn." When he is successful in righting it, reinforce with smiles and praise, commenting that he "turned" it.

2.30.2.2 Give child opportunity to observe and handle objects from all angles. Concentrate first on objects that are the most familiar to him and progress to those less familiar. Use cue, "Turn" while he is working with them. Reinforce.

2.30.2.3 Let child observe you handling the objects. Rotate them and examine them. Place toy cars on floor with their wheels up, dolls face down, cups upside down, etc., and reinforce him when he "turns" them right side up by attention and manipulating the toy, such as pushing the cars on their wheels when he has set them right.

THE MARSHALLTOWN PROJECT
PROFILE NUMBER 2.31

PROFILE ITEM:

Searches for vanished objects.

BEHAVIORAL DEFINITION:

Child will visibly search for vanished object.

CUE/S:

"Look", "Find It."

MEASUREMENT CRITERIA:

Will show evidence of visual search by turning head and looking in direction of disappearance.

MATERIALS NEEDED:

Toys to hide - box, cloth, etc. used to cover toys.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.31.1 Child will visually attend to and demonstrate interest in toy.

2.31.1.1 Use a colorful toy or a noisemaking one and manipulate it in full view of child. Use it in an animated fashion cueing with, "Look." For example, use a stuffed toy as a rabbit and hop it across the floor to the child, or a toy dog, and simulate a bark as the dog approaches the child.

2.31.1.2 As the child focuses on the toy and shows interest, allow him to handle the toy and explore it visually and by touch.

2.31.1.3 Change toys frequently to keep child's interest level high. Use the cue, "Look" frequently.

2.31.2 Child will search for a toy that is placed partially out of sight.

2.31.2.1 Place toy under a cloth or box with a portion of the toy extending outside. Encourage child with verbal comments and cue with, "Find it." If child shows evidence of visually searching for the toy, reinforce by making the toy reappear. If child does not instigate visual search, uncover the toy and in a playful way make comment such as, "I found it."

2.31.2.2 Place a towel or cloth around a toy and give it to the child saying, "Find it." Let him unwrap it and reinforce with verbal praise.

PROFILE NUMBER 2.31 CONTINUED

2.31.3 Child will search for a vanished object.

2.31.3.1 Show child an object and while he is looking, place it under a pillow, cue with, "Find it." Encourage him by repeating cue. When child shows he is visibly searching for the toy, make it reappear and reinforce him with enthusiasm and smiles.

2.31.3.2 Show child object and while he is watching, hide it under a cloth, within reach of the child, cue with, "Find it." Encourage him to remove the cloth. If he shows evidence of visual search but does not remove the cloth assist him in removing the cloth and reinforce his "find" with praise and smiles.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.32

PROFILE ITEM:

Pivots in sitting position.

BEHAVIORAL DEFINITION:

Child will maintain balance while pivoting about in the sitting position.

CUE/S:

His name.

MEASUREMENT CRITERIA:

Consistently able to pivot in sitting position.

MATERIALS NEEDED:

Noise making toys to stimulate his interest.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.32.1 Child will be able to pivot in sitting position with some assistance.

2.32.1.1 Observe child in sitting position to determine his ability to hold his trunk erect and maintain balance as he turns to one side. Do not begin this activity until his sitting posture has developed to this point.

2.32.1.2 Upon determining these skills, sit down on the floor with the child, placing yourself in front of him, facing each other. Talk to him, get his attention, then position yourself to one side of him, encouraging him to look at you by continuing talking to him. Call his name, or use a noise making toy. If he turns only his head, assist him in making a partial pivot by positioning his hands, palms down on the floor, his knees slightly bent and with your hands at his waist, move him in a side sitting position.

2.32.1.3 Position yourself behind child and repeat the strategies used in getting him to make a partial pivot. This time he will need do more than turn his head to observe your activity. If he is not successful in this attempt, assist him in making the turn, using the same strategies as before.

PROFILE NUMBER 2.32 CONTINUED

2.32 Child will maintain balance while pivoting in the sitting position.

2.32.2.1 With child seated on floor, position yourself behind him and activate a musical toy, operate one of the "talking" type toys or make some noise as pounding the floor. When child succeeds in pivoting to a position to see you, reinforce with smiles, attention, etc..

2.32.2.2 Place toy in front of child while he is seated. Make toy disappear to both sides and behind him, encouraging him to turn and look for the "disappearing" toy. Reinforce his success with smiles and play with the toy with him.

2.32.2.3 Play games such as "Where am I?" with child, getting behind him, calling his name, and when he succeeds in finding you by pivoting around hug him and show your enjoyment of playing the game.

2.32.2.4 Draw child's attention to pets, siblings, etc. that are in a part of the room that will necessitate his pivoting about in order to observe them.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.33

PROFILE ITEM:

Shifts from sitting to prone and prone to sitting.

BEHAVIORAL DEFINITION:

Child will shift from sitting position to lying on his stomach and back to sitting.

CUE/S:

"Lie down", "Sit up."

MEASUREMENT CRITERIA:

Consistently able to go from sitting to prone positon and back.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.33.1 Child will be able to shift from sitting position to prone, with assistance.

2.33.1.1 Observe child in sitting position to determine the degree of steadiness he shows in his sitting posture. Do not attempt this activity until child has reached a point of steady balance and is able to successfully pivot while sitting.

2.33.1.2 While child is sitting on floor, sit down by him and gain his attention by talking to him. Tell him you are going to "Lie down" and begin by assuming the crawl position of knees on floor, and supporting upper body while elevated on your elbows. Maintain eye contact with child while you are in this position If child makes no attempt or is unsuccessful in his attempt, assist him by placing him in the crawl position. Gently ease his arms out while he is resting on his elbows, which will result in a lowering of his legs. Reinforce by lying down, facing him, smiling and use the term "Lie down."

2.33.2 Child will be able to shift from prone to sitting position with help.

2.33.2.1 When you and the child have played and talked while lying on floor, tell him you are going to "Sit up." Get in the sitting position and cue by using his name and saying, "Sit up." If he is not successful in his attempt, or makes no attempt, position him again in the crawl position and with his palms flat on the floor, gradually move his arms back until he is in a sitting position. If he does not voluntarily move his bent legs from under him help him in doing this.
Put him through these above motions slowly and reinforce even when you are assisting his movements.

2.33.3 Child will shift from sitting to prone and prone to sitting without assistance.

2.33.3.1 Join child on floor when he is in either a sitting or prone position. Adopt the same position, talk to him, and play with him. If he is sitting, cue with, "Lie down" and do so yourself. Encourage him verbally and reinforce with smiles and praise when he is lying down. After playing with him in this position, cue with, "Sit up." Again encourage him verbally to "Sit up" and reinforce with praise and hugs when he sits up.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.34

PROFILE ITEM:

Removes a round object from a form board.

BEHAVIORAL DEFINITION:

Child will remove a round object from a form board on verbal cue.

CUE/S:

"Take out circle", "Out", "Circle - out."

MEASUREMENT CRITERIA:

Child will consistently be able to remove a round object from a form board.

MATERIALS NEEDED:

Form board.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.34.1 Child will remove a round object from form board with help.

2.34.1.1 Position child in seated position on floor or at play table. Place the form board in front of him (use three hole form board). Talk about the form board with him. Draw his attention to the round piece and explain that it comes out of the board. Demonstrate, place form back in the board.

2.34.1.2 Encourage child to remove form. Cue with, "Take out circle." If he is unable to do so, take his fingers in yours and help him remove the round object. Reinforce. Allow him to handle and feel the form, discuss it with him. Take his forefingers and run it around the form, refer to it as a "circle." Take his fingers and run it around the empty space on the board.

2.34.1.3 Replace round form in the board and again cue with, "Take out circle." If necessary, continue giving assistance. Reduce the amount of assistance given by taking his fingers in yours and placing them on the circle, then waiting for him to initiate the motion of removing form. Reinforce even when you must give assistance.

PROFILE NUMBER 2.34 CONTINUED

2.34.2 Child will remove round object from form board on verbal cue.

2.34.2.1 Interest child in form board activity by sitting down with him and discussing what you're doing. Draw particular attention to the round piece, referring to it as "Circle."

2.34.2.2 Demonstrate activity by removing circle several times yourself, using cue, "Take out circle" each time you remove it from the board.

2.34.2.3 Place form board in front of child and direct him to "Take out circle." Encourage him verbally and reinforce each move he makes in removing the round object.

2.34.2.4 Praise him for successful removal of the circle from the board. Show him by your actions that you enjoy the activity.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.35

PROFILE ITEM:

Sits down from free standing position.

BEHAVIORAL DEFINITION:

Child will be able to sit down from a free standing position, using no supporting props other than his own hands.

CUE/S:

"Sit down."

MEASUREMENT CRITERIA:

Consistently able to sit from free standing position.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.35.1 Child will sit down from free standing position, with assistance.

2.35.1.1 While child is in free standing position on floor or other firm surface, position yourself in seated position beside him. Engage in some interesting activity such as building with blocks, playing with small cars, etc.. Cue child with, "Sit down."

2.35.1.2 If child does not sit, take hold of his hands, cue with, "Sit down." Gently positioning him into a squat position. When he is squatting, place his hands on the floor in front of him so they are supporting him, cue with "Sit down" from this position.

2.35.1.3 Reinforce any movement child makes to sit from this position. If he still experiences difficulty, gently pull first one leg, then the other, into a bent knee position so that he is crouching on the floor. Cue with, "Sit down."

2.35.1.4 Reinforce any movement child makes to sit from this position. Assist him into a complete sitting position and reinforce with praise and cue with, "Sit down."

2.35.1.5 Sit down on floor with child and further reinforce by giving attention and playing with him.

PROFILE NUMBER 2.35 CONTINUED

2.35.2 Child will sit down from free standing position.

2.35.2.1 After child has been given opportunity to practice sitting from a free standing position with your assistance, sit down beside him while he is standing and cue with, "Sit down." Give no other assistance than verbal cue, but reinforce each movement he makes to sit down.

2.35.2.2 If child should experience difficulty in completing all the steps, or appears to be losing his balance, take him in your arms, talk to him, and play with him before you return to the activity.

NOTE: This activity is generally more successful when child is standing on floor or firm surface or playpen. His bed mattress may prove to have too much "give" and cause him to lose his balance.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.36

PROFILE ITEM:

Moves to rhythms

BEHAVIORAL DEFINITION:

Child will move to rhythm of music.

CUE/S

"Music"and "Dance"

MEASUREMENT CRITERIA:

Upon hearing music, child will initiate rhythmic movement, upon request.

MATERIALS NEEDED:

Any of the mediums may be used. (radio, T.V., records, singing)

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.36.1 Child will show by his reaction that he is attending to the sound of music.

2.36.1.1 Position child in either a sitting or standing position (may use support). Put record on, drawing child's attention by comments such as "Listen to the music" - Clap your hands rhythmically, tap your foot, and move your body to the music.

2.36.1.2 Encourage child to clap his hands to the music. If he does not imitate you spontaneously, take both his hands in yours. Assist him in clapping, making such comments as "Pretty music".

2.36.1.3 Turn music off and observe child's reaction for indication of further interest. Ask if he wants "More music", and when record is playing show your enjoyment by clapping and moving to the rhythm.

2.36.1.4 When listening to T.V. or radio, and music is played, draw child's attention to the music by using the cue "Music" and modeling rhythmic movements.

2.36.2 Child will move to rhythm of music (with maximum assistance).

2.36.2.1 Have child in sitting or standing position, and assume a like position yourself. Turn on music and model rhythmic movements. Cue "Dance" - if child is unable to take steps, confine your movements to clapping and swaying.

2.36.2.2 If child does not imitate movement, place both your hands at his waist, or take both his hands in yours, causing his body to sway gently. Cue with "Dance" - Reinforce with enthusiasm and praise.

2.36.2.3 Take child in your arms and while you are making rhythmic movements, cause his body to sway and move with yours. Cue with "Dance".

2.36.3 Child will move to rhythm of music (with minimum assistance)

2.36.3.1 With child in a sitting or standing position assume a like posture and with music playing, model rhythmic movements. Cue with "Dance".

2.36.3.2 If there are siblings or other children available, enlist their assistance by having them model moving to rhythm. Draw child's attention to them by comments such as "Bobby's dancing."

2.36.3.3 If child does not imitate movement from the modeling, place your hands at his waist, or take his hands in yours, and briefly cause him to move. Cue "Dance". Reinforce his continuation of movement, no matter how brief.

2.36.4 Child will move to rhythm of music (on cue).

2.36.4.1 While child is in sitting or standing position and music is playing, cue with "Dance". Show your enjoyment of the music (may clap, but don't model dancing). Reinforce movement with praise, smile, treat.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.37

PROFILE ITEM:

Stands alone.

BEHAVIORAL DEFINITION:

Child will stand, unsupported.

CUE/S:

"Stand up" "Stand"

MEASUREMENT CRITERIA:

Consistently able to stand alone.

MATERIALS NEEDED:

Pieces of furniture or other objects to use for support.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.37.1 Child will stand with support.

2.37.1.1 Place child in a standing position beside a piece of furniture (chair or table of a height to allow his hands to grip for support without having to either reach up or bend over.) Place his hands on the furniture. Separate his legs, giving him a stance that will make for better balance. Cue "Stand up". Reinforce with praise.

2.37.1.2 With child in a standing position at a chair. Put a toy or treat on the chair seat. Interest in the toy will motivate the child to stand as well as encourage him to use only one hand in holding on, while he manipulates the toy with the other.

2.37.1.2 Help child into a standing position by taking him under the arms. After making sure his feet are adequately placed for steady balance, place one hand at his back for minimum support. Cue "Stand up". Reinforce with praise.

2.37.1.4 Show child, both by verbal direction and assistance how to ease himself down from a standing position when he is holding on. Help him bend his knees until he is in a squatting position and guide his hands in release. Do not leave him standing unattended until he is able to do this.

PROFILE NUMBER 2.37 CONTINUED

2.73.1.5 Place child in a standing position between your knees while you are sitting, allowing him to put his arms over your knees for support. Tell him he's standing up. Separate your knees, gradually releasing support until child is holding on with only one hand. Give him a toy or treat in the other hand. Take his other hand in yours and remove it from your knee. Remove your support entirely (but maintain sitting position), gradually increasing the amount of time the child is able to stand alone. Praise and reinforce with treat, etc..

2.37.2 Child will stand alone.

2.37.2.1 When child is standing using an object for support, take advantage of the opportunity to encourage him to stand alone. Engage him in an activity that will involve the use of both hands. Remain near him so that you can support him if he loses his balance or becomes frightened. Reinforce him with praise for even brief periods of standing alone.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.38

PROFILE ITEM:

Walks with help.

BEHAVIORAL DEFINITION:

Child will walk when given assistance.

CUE/S:

"Walk"

MEASUREMENT CRITERIA:

Able to walk with help.

MATERIALS NEEDED:

Optional (may use two sturdy chairs and dowels ½ inch in diameter and 36 inches in length).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.38.1 Child will walk when given help.

2.38.1.1 When child is standing tell him you are going to help him walk, cue, "let's walk." Put your hands under his arm or at his waist and repeat cue. Encourage him to walk to a certain object in the room, such as a chair. Help direct him by the pressure of your hands. Walk behind him slowly, making sure that his legs are supporting him and his feet are touching the floor.

2.38.1.2 While child is in standing position, kneel down and face him. Take both his hands in yours and move back 12 - 14 inches. Encourage child to walk to you, cue, "Walk." Exert a gentle pull on his arms to get him started. Maintain hold on his hands, when he reaches you, reinforce with hugs and praise.

2.38.1.3 When two people are working with child, each of you take hold of hand, cue, "Walk." It is important that you do not hold child's hands too high so that his arms are pulled up awkwardly. Those assisting the child should be cautioned not to go too fast. Reinforce with verbal praise and by "Walking" the child to some interesting object, another family member or a pet.

2.38.1.4 Home-made parallel bars may be constructed by using two sturdy chairs and dowel sticks. Place the two chairs two or three feet apart and anchor firmly the dowel sticks to chair backs. Place child between the dowel stick and put one hand on each dowel stick. Stand at one end, facing the child, cue, "Walk." Use an attractive article or treat to encourage the child to walk to you.

2.38.1.5 While child is standing, take his hand in yours and encourage him to go for a walk with you, cue "Walk." Walk along slowly by his side. If he loses his balance stop and steady him. Continue this strategy giving only the assistance of one hand held. Reinforce with praise.

NOTE: It is very necessary that child's shoes fit correctly. Slippery soles may be treated by sandpapering or by attaching several strips of adhesive tape to the sole of each shoe.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.39

PROFILE ITEM:

Marks on paper with crayons.

BEHAVIORAL DEFINITION:

Child will make crude attempts to scribble when presented paper and crayon.

CUE/S

"Mark" or "Color"

MEASUREMENT CRITERIA:

Child will mark on paper with crayon. (on verbal cue)

MATERIALS NEEDED:

Paper - crayon

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.39.1 Child will hold crayon in hand and mark on paper (maximum assistance)

2.39.1.1 Place child in seated position, either on floor or at play table. Put paper, fastened to a clipboard, between you and child. Sit so that your actions are easily observed by the child and take a crayon in your hand.

2.39.1.2 Draw child's attention to your activity by comments of "Watch me". "See me mark on the paper". Make marks of size and color to be easily seen by child. Refer to them as "Pretty marks".

2.39.1.3 Offer child a crayon. Hold it out saying "You mark". If child does not take the crayon, place it in his hand. Repeat cue "You mark". If child does not follow cue, take his hand with crayon in it, in your hand. Guide his hand in marking on the paper. Reinforce with praise and comment on his "Pretty mark". At this stage, accept even "dots" as acceptable markings.

PROFILE NUMBER 2.39 CONTINUED

2.39.2 Child will hold crayon in hand and "mark" on paper (minimum assistance).

2.39.2.1 Place child in seated position on floor or at play table. Place a piece of paper between you and sit by the child so that he can see what you are doing. Get his attention by saying "Watch me mark on the paper." Take crayon in your hand and mark. Cue with "Mark".

2.39.2.2 Hand crayon to child. While offering it to him cue with "You mark". If necessary, place crayon in his hand and slide paper under his hand. Reinforce marks he makes by praising and smiling. If he does not attempt to mark on verbal cue alone, continue modeling while giving cue.

2.39.3 Child will mark on paper - on verbal cue.

2.39.3.1 Seat yourself on floor or at play table with child. Give him a paper fastened to a clipboard or cardboard. Take one for yourself. Provide crayons for you both. Cue with "Let's mark." Make marks on your paper. Comment about the marks. Cue with "You mark". Enthuse and praise.

2.39.3.2 Give child verbal cue of "Mark". Do not model the behavior at this stage. Reinforce with praise, etc., for any type of mark. This is not an imitative task at this point.

2.39.3.3 To give further encouragement to child, show siblings, other family members, etc., his "Marks" and comment on how well he has done. Post his papers with marks on them where he can see them and comment on them to him.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.40

PROFILE ITEM:

Stacks rings on pegs.

BEHAVIORAL DEFINITION:

Child will stack rings on pegs (need not follow graduated order as to size)

CUE/S

"Off" - "on"

MEASUREMENT CRITERIA:

Child will be able to stack at least 2 rings on peg.

MATERIALS NEEDED:

Ring toy (plastic or wood)

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.40.1 Child will show by his reaction that he is attending to the toy.

2.40.1.1 Seat yourself on floor by child and place the assembled ring toy in front of the child. Draw child's attention to the toy with comments.

2.40.1.2 Manipulate toy - Take off the top ring, saying "Off". Give child ring to examine and comment on it.

2.40.1.3 Continue removing rings from peg, saying "Off" each time. When rings are all removed from peg, reassemble. Place assembled toy in front of child.

2.40.2 Child will take rings off the peg, with assistance.

2.40.2.1 Place assembled toy within easy reach of child. Encourage him to remove ring from peg. Cue "Off". If necessary, take child's hand in yours and place the ring in his grasp. Hold his hand to maintain grasp and remove ring from peg. Reinforce with smiles and praise. Continue removing rings, saying "Off". Give child as much assistance as necessary for success. Praise him. Comment that all rings are "Off". Reassemble.

2.40.3 Child will stack rings on peg, with assistance.

2.40.3.1 Sit on floor with child. Put the assembled ring toy between you and have him remove the rings. If necessary, help him, gradually giving less and less assistance, until he is disassembling the toy independently. Cue with "Off" as he removes a ring, and reinforce with praise and smiles.

2.40.3.2 With disassembled toy in front of you, explain that you are going to put the rings "on" the peg. Take a ring in your hand and place it on the peg, saying "On" as you do so. Put on several rings. Say "On" each time.

2.40.3.3 Place partially assembled toy in front of child. Ask him to put a ring "On" the peg. If necessary, help him by holding his hand in yours and placint the ring over the peg. Cue "On" as you do so. When you have helped him place the rings on, praise him, and comment that all the rings are "On".

2.40.4 Child will stack at least 2 rings on the peg without assistance.

2.40.4.1 Place disassembled boy between you and child and model by placing on a ring. Ask child to place a ring "On" the peg. Give no further assistance than the modeling.

2.40.4.2 Encourage child at each step as he picks up the ring and attempts to fit it over the peg. Praise each success. You may continue modeling by making a game of assembling the boy by each of you taking a turn at putting "On" a ring.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.41

PROFILE ITEM:

Dumps small object from bottle.

BEHAVIORAL DEFINITION:

Child will dump a small object from a bottle, on verbal cue.

CUE/S:

"Shake" and "Out"

MEASUREMENT CRITERIA:

Able to dump object from bottle.

MATERIALS NEEDED:

Bottle, small object. (Clear plastic bottles such as hold shampoo or lotion work well)

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.41.1 Child will remove small object from a bottle, with assistance.

2.41.1.1 Sit with child on floor or at play table. Take the bottle in your hand. Draw child's attention to the bottle and to the object in it. Shake the bottle up and down. Let him see the object move and hear the sound it makes as it hits the side of the bottle. Cue "Shake - shake" as you shake the bottle.

2.41.1.2 Offer child the bottle. Encourage him to shake the bottle and see the object move. Use the cue "Shake". If necessary, take child's hand in yours and help him maintain his grasp on the bottle as you guide him in shaking it.

2.41.1.3 After helping him shake the bottle several times, turn the bottle over causing object to drop out. Say "Out" and express surprise and delight with this. Praise him for having succeeded in getting the object "Out". Continue practice until child begins to assume some responsibility for turning the bottle upside down.

2.41.2 Child will remove small object from bottle on demonstration.

2.41.2.1 With you and child seated in a play situation, provide bottles with objecs in them for each of you. Tell him you are going to get the object "Out". Turn the bottle over and dump the object. Say "Out" as you do so. As the object falls out, express surprise and pleasure.

2.41.2.2 Encourage child to dump his object. Cue "Out". If necessary continue demonstrating by placing object in your bottle. Cue "Out" as you turn it over. Show pleasure with your success. You may help child by placing bottle in his hand, but do not physically assist him in dumping the object. Reinforce his success by praising, clapping your hands, etc..

2.41.3 Child will remove small object from bottle on verbal cue.

2.41.3.1 Give child a bottle with a small object in it. You may shake the bottle several times before handing it to him to draw his attention to the object.

2.41.3.2 When child has bottle in his hand, cue with "Out". Do not demonstrate or give additional assistance, other than encouragement and cue of "Out". Reinforce his success with hugs, praise and smiles.

Note: Use objects that are easily shaken from bottle, such as small buttons, marbles, etc.. Do not use pegs or other elongated objects which have a tendency to turn in the bottle and become wedged sideways at the opening.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.42

PROFILE ITEM:

Walks alone.

BEHAVIORAL DEFINITION:

Child will walk with no assistance.

CUE/S:

"Walk"

MEASUREMENT CRITERIA:

Able to walk alone.

MATERIALS NEEDED:

Optional (may use two chairs).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: This activity should not be attempted until child is walking well holding on to furniture.

2.42.1 Child will walk alone.

2.42.1.1 Observe child's actions while he is walking around pieces of furniture. If he has progressed from the cruising type walk which is primarily a side step, begin to encourage him to take a few steps unassisted.

2.42.1.2 Have family member or friend sit on couch or chair with his arms extended. You support child under his arms, facing and about one foot from the extended arms, cue, "Walk." Release your support gradually, gently pushing the child toward the extended arms. Reinforce with praise, hug, etc.. Keep lengthening the distance until child is taking more and more independent steps.

2.42.1.3 Move two chairs about three feet apart. Each of the two people working with the child will sit in one. Position child at one chair and have other person extend his hand with a favorite treat. Cue, "Walk" and encourage child to come get the treat. When child is successful reinforce him with praise and give him the treat. Let him rest briefly and regain his balance. Turn him around facing the other person and have him repeat cue and encourage child to come get the extended treat.

2.42.1.4 Encourage child to increase the distance he walks by calling to him from another room in the house. Call him by name and cue, "Walk." This can be made into a "Hide and seek" type game. Reinforce by giving him a treat when he walks to find you.

2.42.1.5 Take child for short walks outside, letting him stop to explore things. Show your own enthusiasm for "Taking walks" with child.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.43

PROFILE ITEM:

Creeps upstairs (4 treads at a time).

BEHAVIORAL DEFINITION:

Child will creep upstairs (a minimum of treads) by getting on his knees on the first step and placing his hands on the edge of the next step, pulling himself up.

CUE/S:

"Go upstairs."

MEASUREMENT CRITERIA:

Able to creep upstairs a minimum of four treads.

MATERIALS NEEDED:

Stairs.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: It is better if stairs are carpeted or have rubberized threads attached to help prevent the child from slipping. This activity should not be introduced until child is consistently able to assume the creeping position and creep proficiently around the room.

2.43.1 Child will creep up one step, with assistance.

2.43.1.1 While child is creeping in the vicinity of the stairs draw his attention to them by sitting on a lower step and placing a treat or favorite toy on the third of fourth tread. This should be visible to child but not in a position to be reached without his creeping at least one tread. Call child by name and encourage him to creep to the stairs.

2.43.1.2 While child is in creeping position at the foot of the stairs and facing up the stairs, show him the treat and cue, "Go upstairs." Position his hands on the edge of the second tread. If he does not bring one knee up on the first tread, position it for him. Give a gentle boost with your hand on his bottom. Reinforce with praise while child is kneeling on the first tread. If he is unable to retrieve the treat, move it down so that it is on the same tread as his hands.

2.43.1.3 Repeat strategy of putting treat or toy on step and encourage child to creep up to get it, cue, "Go upstairs." Continue giving assistance until child is consistently able to creep up the first tread. Reinforce with praise and treat.

2.43.2 Child will creep upstairs (a minimum of four treads) unassisted.

2.43.2.1 When child is consistently able to creep up one tread, place a treat on each of the next three treads, encouraging child to continue in order to get the treats. Stand on the fourth tread. Encourage child to creep up, cue, "Go upstairs." Reinforce with hug and praise when he reaches you.

2.43.2.2 Make a game of creeping upstairs. Creep along beside child going up four to five treads, cue, "Go upstairs." Show your enthusiasm for this "Game."

2.43.2.3 When you are making a trip upstairs tell child where you are going, cue, "Go upstairs." As he begins to creep up, join him by standing beside him on the same tread he is on. Possible he will show fear of height after five or six treads. This may be shown by his turning his head and looking back down the stairs with an expression of concern, by crying, or by simply stopping. Pick him up, praise him for his ability to "Go upstairs" and carry him the rest of the way up.

NOTE: It is best if the child's creeping is confined to the lower five or six steps until he has acquired both the confidence and skill necessary to successfully creep to the top steps.

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THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.44

PROFILE ITEM:

Throws objects - picks them up again (evidence of his ability to release an object in his grasp).

BEHAVIORAL DEFINITION:

Child will show evidence of his ability to release an object in his grasp by throwing object and picking it up again.

CUE/S:

"Watch me" "Pick up" "Drop" "Throw"

MEASUREMENT CRITERIA:

Consistently able to release an object from his grasp and pick it up again.

MATERIALS NEEDED:

Small object such as ball.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Do not introduce this activity until you have determined child's ability to voluntarily grasp an object and hold it. Child must also be able to sit or stand.

2.44.1 Child will throw or drop an object on verbal command and with demonstration.

2.44.1.1 Sit on floor with child facing you. Take a ball (the yarn texture balls work well), and show it to child. Tell child it is a ball, cue, "Watch me." Hold ball out in front of you with both hands. Hesitate briefly and cue, "Drop." Let ball fall to the floor. Show by your reaction that you find this entertaining. Pick up ball, cue, "Pick up." Hold ball out in front of you and as you drop it, cue, "Drop." Demonstrate several more times, repeating cues each time.

2.44.1.2 Place ball on floor in front of child and cue, "Pick up." Put the ball in his hands if necessary and position his hands so he is holding the ball 8 - 10 inches off the floor. As you remove your hands from his, cue, "Drop." Reinforce with praise.

2.44.1.3 Continue encouraging child to "Pick up" and "Drop" objects by giving the verbal cue and reinforcing with praise. Vary by using different objects to drop and dropping in different locations.

2.44.1.4 When child is taking a bath, hold up one of his bath toys or wash cloth and cue, "Drop" as you let it splash in the water. Most children will find this very entertaining.

2.44.2 Child will throw an object and pick it up again on verbal cue.

2.44.2.1 Face child while either sitting or standing. Take a ball or other object that lends itself well to throwing. Draw child's attention by showing him the object and naming it, cue, "Watch me." Tell him you're going to throw the object. Take the object in your hand. Using a light underhand throw, project the object a few feet from you. If you are holding the object in both hands, throw the object with a slight forward thrust, cue, "Throw." Show by your expression that you find this entertaining. Recover the object and cue, "Pick up." Repeat demonstration several times.

2.44.2.2 Hand child the object or put it on the floor and cue, "Pick up." When child has object in his hand, cue, "Throw." Reinforce with praise.

2.44.2.3 Give child a variety of objects to throw (soft balls, sponges, rubber blocks, soft toys, etc.). Reinforce with praise.

2.44.2.4 When outdoors with child encourage him to pick up and throw. Most youngsters enjoy throwing handsful of grass or leaves. Some degree of supervision is necessary in activities involving throwing.

NOTE: It should be remembered that the objective here is to increase the child's skill in picking up and releasing objects in his grasp. Directionality and distance are not the concern at this point.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.45

PROFILE ITEM:

Rolls ball.

BEHAVIORAL DEFINITION:

Child will roll ball either in response to verbal cue, or in free play.

CUE/S:

"Roll ball"

MEASUREMENT CRITERIA:

Able to roll ball.

MATERIALS NEEDED:

Ball - 6-7 inches

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.45.1 Child will roll ball with maximum assistance.

2.45.1.1 Place child in seated position on floor and sit beside him. Have the ball in front of you and draw his attention to it with verbal comments.

2.45.1.2 Tell child you are going to "Roll the ball". Take both your hands and push the ball away from you. Repeat this activity several times. Cue "Roll the ball", each time.

2.45.1.3 Place ball in front of child and cue "You roll the ball". If necessary to assist, get behind child and bring your arms around him. Take his arms at the wrist, his palms extended and place them on the ball. Push. Reinforce with praise and enthusiasm.

2.45.1.4 Continue helping him roll the ball. Give encouragement and praise his efforts.

2.45.2 Child will roll ball with minimum assistance.

2.45.2.1 Seat self on floor by child and place ball in front of you. Call child's attention to ball and tell him you are going to "Roll the ball". Roll it several times. Place ball in front of child. Cue with "You roll the ball".

2.45.2.2 If child does not initiate activity as result of your encouragement and verbal cue, help him by placing his hands on the ball. Cue "Roll the ball". Wait for him to instigate the rolling on his own. If he does not, kneel behind him and give a gentle push on his elbows, causing his hands to put the ball in motion. Reinforce with praise and enthusiasm for his success.

PROFILE NUMBER 2.45 CONTINUED

2.45.3 Child will roll ball on cue.

2.45.3.1 Have child in sitting position on floor with his legs spread. Sit opposite him and spread your legs, so that you have a "confined" area in which to roll the ball.

2.45.3.2 Place the ball in front of you and tell the child you are going to "Roll the ball" to him. Give the ball a gentle push so that it rolls slowly over to him and stops directly in front of him. With ball in front of him, cue "Roll the ball". Make this an enjoyable "game" situation of rolling the ball to one another.

2.45.3.3 If child does not roll the ball back to you on verbal cue, reach over and roll the ball back to yourself. Cue "Roll the ball". Roll the ball back to the child and encourage him to "Roll the ball" back to you.

2.45.3.4 Continue modeling - and giving verbal cue until child is successful in putting ball in motion. Ball need not roll clear over to you, to be considered a successful task. Five or six inches is adequate. Reinforce child with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.46

PROFILE ITEM:

Inserts object in hole.

BEHAVIORAL DEFINITION:

Child will insert object in hole.

CUE/S

"Put it in" Cue may include name of object being inserted in hole - "Block goes in" "Ball goes in", etc..

MEASUREMENT CRITERIA:

Child will be able to put object in a hole, using either whole hand or pincer grasp.

MATERIALS NEEDED:

Box with lid. Objects of suitable size to insert in hole.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.46.1 Child will, using whole hand grasp, fit object in a hole, with maximum assistance.

2.46.1.1 Position yourself and child seated on floor, or at play table. Have a container, of shoe box type, in which you have cut a 4-inch hole in the lid. (If you are using a ball, cut a round hole; if a block is being used, cut a square hole) Draw child's attention to the materials. Take the object in your hand and tell him you are going to "Put it in". Drop the object in the box. Repeat cue "Put it in" as you do so.

2.46.1.2 Shake the box - letting child hear the object move around, explaining "I put it in". Take lid off box. Show child the object inside. Express pleasure and delight as you see the object in the box.

2.46.1.3 Place box in front of child. Offer him the object, and cue with "Put it in". Point to the hole in the box, or run your finger around the hole.

2.46.1.4 If necessary, put object in child's hand and guide it until it is directly over the hole. If he does not release the object, help him by causing him to loosen his grip until object drops in the hole. Cue with "Put it in", as the object is released. Reinforce with praise.

2.46.1.5 Take lid off box and show child he has succeeded in placing the object in the box. Show enthusiasm and pleasure.

2.46.2 Child will, using whole hand grasp, put object in hole, with minimum assistance.

2.46.2.1 Using the same box and object, seat yourself in play situation with child. When he is attending, tell him you are going to put the object in the hole. Cue "Put it in" as you drop object in hole. Remove object from box and model the behavior several more times. Cue "Put it in" each time.

2.46.2.2 Put box in front of child and give him the object. Cue with "Put it in". If he has difficulty in bringing the object in contact with the hole, move the box so that you are giving some assistance. When you have helped situate the hole in direct line with the object, cue with "Put it in". Reinforce with praise. Repeat strategy several times.

2.46.3 Child will put object in hole, using whole hand grasp, independent of assistance.

2.46.3.1 Using the same materials, seat yourself with child and demonstrate the behavior several times. Cue "Put it in" each time you drop the object in the hole. Show enjoyment with the "game".

2.46.3.2 After demonstrating several times, give child the object and cue "Put it in". Reinforce his success with praise and delighted expressions.

2.46.3.3 When child is consistently able to put the object in the hole give him the box and object and without demonstrating, give only the verbal cue "Put it in". Reinforce in same manner.

2.46.3.4 As eye hand coordination improves, cut smaller holes in the box and use smaller objects to drop in the hole. Continue the cue "Put it in", until child has developed pincer grasp. Size of the objects should be those suitable for whole hand grasp. Once the thumb, forefinger grip is developed, materials may be varied until child is fitting pegs in holes in a pegboard. The same cue "Put it in" may be used.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.47

PROFILE ITEM:

Walks and runs.

BEHAVIORAL DEFINITION:

Child will voluntarily walk and run.

CUE/S:

"Watch me" "Walk" "Run"

MEASUREMENT CRITERIA:

Able to walk and run at will.

MATERIALS NEEDED:

None

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.47.1 Child will walk independent of assistance.

NOTE: When child is just beginning to walk independently he will likely have a wide based toddling gait. His feet will be far apart and he picks them up rather high. He toes out as he places each foot flat on the sole. His steps are short.

2.47.1.1 Encourage child to practice his new skill of walking by giving him ample opportunity to use it. Make a game of walking to various objects in the room. Reinforce with treat.

2.47.1.2 Encourage child to accompany you on errands. Ask him to walk to the mailbox with you, or to walk to the front door to get the milk. Let him help you bring in the milk or mail. Reinforce him with praise for being a good helper. At this toddling stage of beginning independent walking it is not realistic to introduce complicated walking patterns.

PROFILE NUMBER 2.47 CONTINUED

2.47.2 Child will walk.

2.47.2.1 When child has progressed from the wide based toddlers gait to a walk pattern in which his steps are uniform in respect to height, width, length and time, he can imitate demonstrated steps, cue child with, "Watch me." Walk sideways. Tell child to walk like you are, cue, "Walk." Reinforce with praise.

2.47.2.2 Demonstrate walking backward a short distance, cue, "Walk." Reinforce.

2.47.2.3 Demonstrate walking on your tiptoes, cue, "Walk." Reinforce.

2.47.2.4 Demonstrate walking with your feet turned out, cue, "Walk." Reinforce. Walk turning your feet in, cue, "Walk." Reinforce.

2.47.2.5 Demonstrate walking on your heels, cue, "Walk." Reinforce.

2.47.3 Child will run.

2.47.3.1 When child has become proficient in walking and is confident of his balance he can be encouraged to take longer steps at a greater rate of speed. Demonstrate taking long striding steps. Reinforce child with praise when he imitates.

2.47.3.2 Demonstrate taking long striding steps and swing your arms. Increase your speed, cue, "Run."

2.47.3.3 Use music with a fairly fast tempo and encourage child to pretend he is a horse running in a race, cue, "Run." Reinforce.

2.47.3.4 Provide opportunity for child to have outdoor play experience in a space free of obstructions. Tell him to run to the sandbox or run down the sidewalk. Reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.48

PROFILE ITEM:

Walks sideways.

BEHAVIORAL DEFINITION:

Child will walk sideways on cue.

CUE/S:

"Walk sideways."

MEASUREMENT CRITERIA:

Able to walk sideways, on cue.

MATERIALS NEEDED:

Items to construct a narrow walk space.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Do not attempt this walk pattern until child is walking quite well. His steps should be relatively uniform in respect to height, width, length, and time.

2.48.1 Child will walk sideways in a space constructed for this activity.

2.48.1.1 Place furniture so there is narrow space between. For example, place a long coffee table and several chairs along side the couch. Demonstrate to child walking sideways between these items. Tell him you are walking sideways. Move the objects closer together so that child will need to walk sideways to get through them. Place him in a side position at one end of the space and cue, "Walk sideways." If necessary, walk along outside the area you have constructed and guide him in a sideways walk. Reinforce with treat of praise.

2.48.2 Child will walk sideways

2.48.2.1 Demonstrate walking sideways without the use of a confined area. Ask child to walk sideways with you, cue, "Walk sideways." Take his hand in yours and walk a short distance sideways. Reinforce with praise.

2.48.2.2 Place an object two feet from child and tell him to walk sideways to that object, cue, "Walk sideways." Reinforce. Gradually space object farther away from child so that the distance he is walking is increased.

2.48.2.3 Show child that you are pleased with his ability to walk sideways by commenting on this activity when he performs it voluntarily.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.49

PROFILE ITEM:

Walks backward.

BEHAVIORAL DEFINITION:

Child will walk backward on cue.

CUE/S:

"Backward" "Walk backward"

MEASUREMENT CRITERIA:

Able to walk backward on cue.

MATERIALS NEEDED:

Small toy cars.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Do not attempt this walk pattern until child is walking quite well. His steps should be relatively uniform in respect to height, width, length and time.

2.49.1 Child will walk backward with assistance.

2.49.1.1 Introduce this activity by playing with child when he is using his toy cars. Join him in pushing the cars to pretend they are being driven down the road. Blocks may be placed along the route to symbolize various friends homes, stores, etc.. As you go by one block tell him that was the ice cream store you passed. Tell him you'll make your car go backward so you can go to the store. As you push your car backward cue with, "Backward." Encourage child to push his car backward. Repeat cue, "Backward." Reinforce with praise.

2.49.1.2 Tell child you and he are going to be a car. Place your hands on the child's waist and go forward, making a noise like a car's engine. Stop, and tell child you need to go backward. With your hands on the child's waist take small steps backward, cue, "Walk backward." Reinforce with praise.

2.49.1.3 Stand facing child and take both his hands in yours. Tell him you will help him walk backward, cue, "Walk backward." Maintain your hold on his hands as you slowly guide him backward. Reinforce with praise.

2.49.1.4 Stand beside child facing same direction as he, and tell him you and he are going to walk backward. Hold his hand and slowly take small steps backward. Reinforce.

PROFILE NUMBER 2.49 CONTINUED

2.49.2 Child will walk backward on cue.

2.49.2.1 Stand 12 - 18 inches behind child and explain he is to walk backward to you, cue, "Walk backward." Reinforce with praise or treat.

2.49.2.2 Increase distance between you and child and cue, "Walk backward." Reinforce.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.50

PROFILE ITEM:

Climbs upon furniture.

BEHAVIORAL DEFINITION:

Child will climb on to furniture unassisted.

CUE/S:

"Climb up."

MEASUREMENT CRITERIA:

Consistently able to climb on to furniture without help.

MATERIALS NEEDED:

Sturdy chair or couch.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: A chair should be selected that is stable; i.e., a non-rocker and non-swivel type chair.

2.50.1 Child will pull himself up to chair.

2.50.1.1 Select a sturdy chair and place one of child's favorite toys or a treat on the seat of the chair. Draw his attention to it by showing it to him and verbalizing about it. Encourage child to come get it. If child does not pull himself to standing position by the chair, assist him. Position him on his knees and place both his hands gripping the legs of the chair, cue, "Climb up." Give a gentle boost until child is in standing position at the chair. Reinforce with praise and by showing him that he is now able to get the toy or treat that was on the seat.

2.50.1.2 Continue using similar strategies to encourage child to pull himself up to the chair and vary the toys and treats used. Gradually reduce the amount of assistance given in helping child attain a standing position at chair.

PROFILE NUMBER 2.50 CONTINUED

2.50.2 Child will climb upon furniture.

2.50.2.1 When child is consistently able to independently pull himself to standing position by chair, encourage him to climb into the chair. Place toy or treat on the back of the chair or far enough back on the seat that child cannot reach it without climbing on to the chair.

2.50.2.2 While child is standing holding onto the chair, point to the toy, or hold it up. Call child's attention to it verbally, cue, "Climb up." If child has difficulty bringing his knees up on the chair, assist him. Help him position his first knee on the seat and make sure it is firmly placed before the second knee is brought up. Reinforce with praise and by showing him that he is now able to get the treat or toy that was previously out of his reach.

2.50.2.3 Repeat these steps as often as necessary until child is able to climb on to the chair independent of assistance. Reinforce with praise. Child's climbing activity should be observed, keeping in mind the safety factor. Child should not be left unsupervised when he has climbed on to furniture until it has been determined that he has mastered the climb including the ability to turn around and sit down.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.51

PROFILE ITEM:

Creeps downstairs backward (unassisted).

BEHAVIORAL DEFINITION:

Child will creep downstairs backward, independent of assistance.

CUE/S:

"Down --- Stairs" "Downstairs" "Down"

MEASUREMENT CRITERIA:

Able to creep downstairs unassisted.

MATERIALS NEEDED:

Stairs.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: It is better if stairs are carpeted or have rubberized treads attached to help child secure his footing without slipping. Do not introduce this activity until child has had experience in creeping upstairs.

2.51.1 Child will creep down one step with assistance.

2.51.1.1 While child is engaged in creeping upstairs get his attention while he is on the first step. Get down on your knees behind him and cue, "Downstairs." Help him position his legs for the descent. Make sure his hand grip is firm and take one leg, bent at the knee and gently guide it in descent. Position it firmly on the step below. If he does not independently bring the other leg down, follow the same pattern in assisting him. Repeat cue, "Downstairs" as the backward creep is in progress. Reinforce with praise, treat or hug.

2.51.1.2 Let child reach the second or third tread before cue, "Downstairs" is given. Stay close to child to give him confidence. Gradually decrease amount of help given. Reinforce.

PROFILE NUMBER 2.51 CONTINUED

2.51.2 Child will creep downstairs independent of assistance.

2.51.2.1 When child is consistently able to creep backward three or four treads allow him to creep seven or eight treads upstairs. Stand on the third or fourth tread from child and cue, "Downstairs." Show him a treat and explain to him that he may have it when he comes downstairs to you. When a child is up seven or eight steps the distance to the bottom step seems very far away which is evidenced by his expression when he turns around and looks over his shoulder. For this reason it is important that you stand no more than three or four treads from him. Repeat cue, "Downstairs" and give verbal encouragement. Reinforce with praise, hug and treat when he reaches you.

2.51.2.2 Make a game of creeping downstairs. Creep along beside child, cue, "Downstairs" as you stop briefly on each tread. Show that you enjoy creeping downstairs with him. Reinforce with praise.

2.51.2.3 When you and child are working upstairs and are ready to go downstairs, encourage him to begin creeping downstairs from the top step. Pace your walk with his creep, stopping on each step as he is on it Reinforce with praise.

NOTE: Child should not be encouraged to hurry when he is descending stairs. Stair climbing should be supervised until it is determined that child is completely competent.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.52

PROFILE ITEM:

Carries objects.

BEHAVIORAL DEFINITION:

Child will carry objects in his hand or under arm, independent of assistance.

CUE/S:

"Carry."

MEASUREMENT CRITERIA:

Able to carry objects on request.

MATERIALS NEEDED:

Various objects suitable for child to carry.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.52.1 Child will carry object with assistance.

2.52.1.1 With you and child in play situation, introduce a small stuffed toy or doll of eight to ten inch size and encourage child to hold it. Take a similar object for yourself and model "Holding", "Hugging", etc.. If necessary place the object in the child's hand.

2.52.1.2 Tell child you are going to carry your object over to the couch. Cue with, "Carry" as you transport object. Pretend to put your doll to sleep on the couch and tell child to bring his doll over to the couch. If he does not respond, place your hand under or around his while he is holding the doll and assist him in carrying it, repeat cue, "Carry." Reinforce with praise and by entering into a game situation built around the "Carried" objects.

2.52.1.3 Continue giving assistance in carrying by placing object in child's hand and helping him maintain grasp until he successfully deposits the object. Continue cue, "Carry" and reinforce with praise.

PROFILE NUMBER 2.52 CONTINUED

2.52.2 Child will carry object on request.

2.52.2.1 Vary the activity by including variety in the objects you encourage the child to carry. Progress from the small objects that can be easily gripped in one hand to those requiring more skill in maintaining hold, cue, "Carry." Reinforce with praise.

2.52.2.2 Demonstrate various ways in carrying objects and encourage child to imitate, i.e., in one hand, in both hands, and under the arm. Cue, "Carry." Reinforce with praise.

2.52.2.3 Give child opportunity to practice his carrying skill by involving him in tasks around the house. Have him carry a small tool to his father or help you carry items when you are cleaning house, cue, "Carry" and reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.53

PROFILE ITEM:

Walks upstairs with help.

BEHAVIORAL DEFINITION:

Child will walk upstairs with help.

CUE/S:

"Walk up."

MEASUREMENT CRITERIA:

Able to walk upstairs assisted.

MATERIALS NEEDED:

Stairs (practice stairs, if available).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: In teaching a child to walk upstairs, steps with open risers should not be used. If practice stairs with firm side rails are available these are excellent for beginning stair climbing.

2.53.1 Child will step up, with help, from low curb.

2.53.1.1 While outdoors with child, take him by the hand and upon approaching a low curb, put your foot up on it. Say, "Walk up" as you do so." Cue child with, "You walk up."

2.53.1.2 Child may try to remove his hand from yours in order that he may mount the curb on his hands and knees. Maintain your hold on his hand and repeat cue, "Walk up" while giving additional encouragement. Help child position one foot on the curb, and by giving a gentle pull on his hand, assist him in stepping up on the curb. Reinforce with praise.

2.53.1.3 Encourage child to walk up other small rise and inclines. Hold his hand and cue, "Walk up." Reinforce.

PROFILE NUMBER 2.53 CONTINUED

2.53.2 Child will walk upstairs with help.

2.53.2.1 If practice stairs are not available, use regular stairs with enclosed risers and side rail. When child is standing at the bottom step, take him by one hand, place his other hand on the side rail, cue, "Walk up." If child needs additional help use the same strategies used to get him to step up on the curb. Position one of his feet on the first step and gently pull upward on his hand. Reinforce with praise.

2.53.2.2 Continue practice sessions maintaining your hold on one of child's hands while his other is placed on the side rail, cue, "Walk up." As child ascends a single step, pause. Allow him ample time to regain balance and shift weight. Reinforce with praise. Do not pressure child to alternate feet until some speed is acquired and good balance is obvious.

NOTE: In teaching a child to walk upstairs it is best to start with one or two steps and work up gradually. Fear of falling holds some children back. Continue holding child's hand and giving him a lot of practice before encouraging child to ascend steps independently.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.54

PROFILE ITEM:

Turns pages of book (2 - 3 pages at once).

BEHAVIORAL DEFINITION:

Child will turn pages of book independent of adult help, 2 or 3 pages at a time.

CUE/S:

"Turn the page"

MEASUREMENT CRITERIA:

Able to turn pages 2 or 3 at a time.

MATERIALS NEEDED:

Books

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.54.1 Child will attend to book when it is shown him.

2.54.1.1 Hold child on your lap. Select book with clear illustrations of objects that are familiar or interesting to child. It is quite often effective to use a book that has rather large pictures, one or two to a page, showing toys, animals, etc.. Show the child the closed book,front cover toward him and invite him to look at the book with you. Indicate by your actions that you are interested in looking at the book.

2.54.1.2 Open the book and talk about each picture. Encourage him to touch the pictures.

2.54.1.3 As you turn each page, cue "Turn the page". Talk about the objects pictured and continue turning pages and showing him pictures until it is obvious he is losing interest. This may occur rather rapidly when a young child is first introduced to a book.

PROFILE NUMBER 2.54 CONTINUED

2.54.2 Child will turn pages of book, 2 or 3 at a time, with help.

2.54.2.1 Hold child on your lap or sit close beside him so that a book may be easily shared between the two of you. Open the book and gain his interest by showing your own interest and enthusiasm for the pictures.

2.54.2.2 As you turn each page, cue "Turn the page". If the child does not attempt to turn a page of his own volition, encourage him by asking him to help you turn the page. If necessary, take child's hand in yours, position his fingers on the page at either the upper or lower right hand corner. Cue "Turn the page". Reinforce with praise and by showing your interest for the picture he has found. Continue giving assistance. Gradually decrease amount given, until you need only position his fingers on the page. Task is considered successful at this stage, no matter how many pages he turns. Do not comment on pictures he has missed, but show interest in whatever is pictured on the page to which he turns.

2.54.3 Child will turn pages, 2 or 3 at a time, independent of assistance.

2.54.3.1 Sit near child or hold him, and hand him a book, positioned properly for his manipulation. Cue "Turn the page". If he does not open the book, demonstrate by turning to the first page. Cue "Turn the page" as you do so and draw his attention to the picture by your comments.

2.54.3.2 Continue giving verbal cue "Turn the page". Reinforce with your attention to the pictures on the pages to which he turns. By using a book with which he is familiar, you will be able to ask him to find the picture of the "dog". This will discourage him to decrease his random turning.

2.54.3.3 Provide child with sturdy books that he can handle on his own as well as old catalogs, magazines, etc.. If these are kept in a special place, easily assessable to him and referred to as "His books" it will not only increase his opportunity to develop his dexterity in turning pages, but help protect books belonging to other family members.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.55

PROFILE ITEM:

Builds tower of 2-3 blocks.

BEHAVIORAL DEFINITION:

Child will stack a minimum of two blocks, independently.

CUE/S:

"Look" "Pick up" "Put down" "Stack"

MEASUREMENT CRITERIA:

Stacks 2-3 blocks with no assistance.

MATERIALS NEEDED:

Blocks

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.55.1 Child will grasp block in his hand and release it on indicated surface (floor or table).

2.55.1.1 Sit on floor or at play table with child. Put blocks between you and draw child's attention, to the blocks by such comments as "Look at the blocks" - "See what we can do with them".

2.55.1.2 Encourage child to pick up block in his own hand. Cue "Pick up". If he does not respond, place a block in his hand.

Put the block you are holding in front of him and ask him to put his block beside yours. Cue "Put down". Assist if necessary, by taking his hand in yours and helping him release his grip on the block so that it is deposited beside yours. Repeat cue "Put down" as he places his block on the floor.

2.55.1.3 Continue the activity but vary by placing your block in a different location on play surface, and asking child to place his block by yours. Cue "Put down". Do not attempt to stack blocks until child has shown the ability to voluntarily release.

2.55.2 Child will stack blocks with help.

2.55.2.1 Sit opposite the child on floor. Put 4-5 blocks within easy reach. Pick up block and call child's attention to what you are doing. When child is attending, put your block on the floor. Pick up other block and tell child you are going to stack the blocks. Emphasize "Stack". Repeat cue "Stack" as you put one block on the other. Show pleasure with your "Stack".

2.55.2.2 Encourage child to pick up block in his hand and help you "Stack" blocks. If he hesitates or shows confusion, hand him a block and indicate by pointing or tapping the spot where he is to "Stack" his block. Cue with "Stack". Praise him if he is successful in placing a block on yours. If he has difficulty making contact between the two clocks, take his hand in yours and guide it. Give him assistance in releasing one block on the other. Reinforce with praise and enthusiasm.

2.55.2.3 Remove from view, all but four of the blocks. Place two in front of you and two in front of the child. Tell child you are going to "Stack" your blocks. Place one on top of the other. Indicate child's blocks and cue "You stack". Give assistance if necessary, by handing him block and guiding his hand. Reinforce his success with smiles, hugs, etc..

2.55.3 Child will stack blocks independent of assistance other than verbal cue.

2.55.3.1 Sit on floor with child and place three blocks on floor between you. Model stacking the three blocks. Cue "Stack" as you place one block on the other. Disassemble stack and give child the three blocks. Cue "Stack". Reinforce with praise the child's efforts to stack the blocks.

Note: Consider as successful any attempt child makes which results in brief contact between the blocks.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.56

PROFILE ITEM:

Scribbles imitatively.

BEHAVIORAL DEFINITION:

Child will scribble when activity is demonstrated.

CUE/S:

"Watch me" "Write"

MEASUREMENT CRITERIA:

Able to imitate scribbles.

MATERIALS NEEDED:

Paper, crayon, chalk, chalkboard.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Child in the beginning scribbling stage of development will most likely grasp the crayon with its butt end held firmly in the palm. He will manipulate the crayon largely by shoulder movements, raising his elbow upward and outward. Primary concern at this stage is not with proper grasp of crayon.

2.56.1 Child will scribble imitatively.

2.56.1.1 Seat child at table and place a sheet of paper 8½ x 11 inches, or larger, on the table in front of him. Take a crayon of kindergarten type and draw child's attention to your activity with the cue, "Watch me." On a sheet of paper placed in front of you, demonstrate scribbling activity. Direction of scribbles is not important. You may make your scribbles in a horizontal or vertical direction. Tell child you are writing. Place a crayon in the center of his paper with the point of the crayon directed away from the child, cue, "You write." Continue modeling behavior on your papers.

2.56.1.2 If child does not pick up the crayon, offer it to him. If he does not take it from your hand, place it in his hand, cue, "Write." Demonstrate by making scribbling marks on his paper. If child does not put his crayon to the paper and move it, take his hand in yours and guide it in making scribbling marks. Repeat cue, "Write." Reinforce with praise. Draw child's attention to his paper and the resulting scribbles. Show you are pleased with his efforts.

PROFILE NUMBER 2.56 CONTINUED

2.56.1.3 Continue demonstrating the scribbling activity and encourage the child to imitate, cue, "Write." Reduce the amount of assistance given until child picks up the crayon on cue and independently moves his own hand in producing scribbles on the paper. Reinforce with praise.

2.56.1.4 Give child additional opportunity to scribble by positioning him at a chalkboard. Demonstrate scribbling on the chalkboard. Give him a piece of chalk and cue, "Write." Reinforce with praise.

2.56.1.5 When child has used one color in scribbling on paper, present him with a variety of colored crayons, one at a time. Cue, "Write." Draw his attention to his pretty "Writing." Reinforce with praise, and by displaying his paper on bulletin board or taped on wall. Showing your enthusiasm for his work will do much to increase his efforts.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.57

PROFILE ITEM:

Makes painting strokes (often in arc).

BEHAVIORAL DEFINITION:

Child will make painting strokes on paper when presented a paint brush.

CUE/S:

"Watch me" "You paint"

MEASUREMENT CRITERIA:

Able to make painting strokes on paper.

MATERIALS NEEDED:

Paper, tempera or poster paint, paint brush (1 to 1½ inches wide with a 10 inch handle).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Most children in the beginning painting stage will use whole arm movements and have very few strokes on a page. They may shift the brush from one hand to the other. It is best to limit beginning painters to only one color. Spread generous layer of newspapers around the painting area.

2.57.1 Child will make painting strokes.

2.57.1.1 Place a large (12" x 18") sheet of paper on a low table or the floor. Put some poster or tempera paint in a flat broad based container which does not tip over readily. Have a point brush for each of you. Brushes should be 1 to 1½ inches wide with a 10 inch handle. Draw child's attention to the materials. Identify the objects by name as, "Paint" and "Brush."

2.57.1.2 If paper is placed on the floor, get on your knees facing the paper (child may sit in chair if table is used). Invite child to join you. Tell child you are going to paint, cue, "Watch me." Take brush in your hand and dip it into the paint. Verbalize your actions at each step. Paint several strokes on the paper. Show enthusiasm for the results. Offer child the brush. If he does not take it from your hand, place it in his hand. Hold his hand in yours and dip brush in the paint. Press it lightly on the rim of the paint container to remove excess paint, cue, "You paint." If he does not move his brush to the paper, take his hand in yours and guide it in making firm continuous painting strokes on the paper. Show enthusiasm for the results. Praise, and encourage child to continue. Demonstrate and give assistance until child is able to independently dip his brush in the paint, transfer his brush to the paper and make several strokes.

PROFILE NUMBER 2.57 CONTINUED

2.57.1.3 Fasten paper to an easel (using an easel gives child opportunity for freer movement). Position child directly in front of easel. Have paint placed in the container which is firmly anchored at lower end of easel board (use a single container of paint). Encourage child to take the brush in his hand and paint. Give assistance if necessary, cue, "You paint." Reinforce with praise. Display his paintings by taping them to a wall, or fastening them with clip type clothespins to a string which has been hung for that purpose.

2.57.1.4 While child is engaged in painting activity, provide a musical background to encourage child to stroke rhythmically, making free and easy strokes.

2.57.1.5 For further variation, give child brushes of various sizes. Use various types paper as newsprint, wallpaper samples, manilla or brown wrapping paper.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.58

PROFILE ITEM:

Walks downstairs, one hand held.

BEHAVIORAL DEFINITION:

Child will walk downstairs when one hand is held.

CUE/S:

"Walk down"

MEASUREMENT CRITERIA:

Able to walk downstairs when one hand is held.

MATERIALS NEEDED:

Stairs (practice stairs, if available).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Teaching a child to walk downstairs should be preceded by teaching him to walk upstairs. Steps with open risers should not be used. It is desirable that stairs have firm siderails.

2.58.1 Child will step down, with help, from low curb.

2.58.1.1 While outdoors with child, take him by the hand and upon approaching a low curb, step down with one foot. Say, "Walk down" as you do so, cue child with, "You walk down." If child shows confusion or fear, help him by taking one of his feet in your hand and gently move it down to the ground. Maintaining your hold on his hand, guide him in placing the other foot beside the first. Repeat cue, "Walk down." Reinforce with praise.

2.58.1.2 Encourage child to step down from other slight elevations. Hold his hand and cue, "Walk down." Reinforce with praise.

2.58.2 Child will walk downstairs, one hand held.

2.58.2.1 If practice stairs are not available use regular stairs with enclosed risers and side rail. It is better in the beginning teaching of walking downstairs if you begin only two or three steps from the bottom. While child is standing on one of the lower steps, facing fofward, take his hand in yours. Place his other hand on the side rail, cue, "Walk down." If additional help is needed, use the same strategies used to get him to step down from the curb. Slowly position one of his feet on the step below. Use your hold on his hand to guide him in moving the other foot down. Reinforce with praise.

2.58.2.2 Continue practice sessions maintaining your hold on one of child's hands while his other is placed on the side rail, cue, "Walk down." As child descends a single step, pause. Allow him ample time to regain balance and shift weight. Reinforce with praise. Do not pressure child to alternate feet until some speed is acquired and good balance is obvious. The child may require the single step to descend stairs for a much longer time than needed for ascending.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.59

PROFILE ITEM:

Climbs forward into adults chair, turns around and sits.

BEHAVIORAL DEFINITION:

Child will climb into adults chair, turn around and sit down, without assistance.

CUE/S:

"Climb up."

MEASUREMENT CRITERIA:

Able to climb into adults chair, turn around and sit down without assistance.

MATERIALS NEEDED:

Chair.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: A chair should be selected that is stable, i.e., a non-rocker and non-swivel type chair.

2.59.1 Child will climb forward into chair.

2.59.1.1 When child is consistently able to independently pull himself to standing position by chair, encourage him to climb into the chair. Place toy or treat on the back of the chair or far enough back on the seat that the child cannot reach it without climbing upon the chair.

2.59.1.2 While child is standing holding onto the chair, point to the toy or hold it up. Call child's attention to it, cue, "Climb up." If child has difficulty bringing his knees upon the chair, assist him. Help him position his first knee on the seat and make sure it is firmly placed before the second knee is brought up. Reinforce with praise and by showing him that he is now able to get the treat or toy that was previously out of his reach.

2.59.1.3 Repeat these steps as often as necessary until child is able to climb up on the chair independent of assistance. Reinforce with praise and/or treat.

PROFILE NUMBER 2.59 CONTINUED

2.59.2 Child will climb forward into adults chair and turn around and sit down.

2.59.2.1 When child has climbed into adults chair and is on his hands and knees on the seat of the chair, cue, "Sit down." Position his hands gripping the chair back at one end. Help him move one leg out, swiveling his body until his bottom is touching the chair seat. Assist him in straightening his leg until he is sitting. Make praising comments regarding his ability to sit in the chair.

2.59.2.2 Gradually reduce the amount of assistance given child in turning around until you reach the point where it is only necessary to give verbal encouragement. Adults standing near the chair will often increase the child's confidence.

2.59.2.3 Encourage child to get into the chair and sit down by placing small doll or stuffed animal in a sitting position in the chair. Tell him to sit in the chair with his doll, cue, "Sit down."

2.59.2.4 Encourage child to climb into chair and sit down to join rest of family in watching T.V..

2.59.2.5 Sit in chair with one of child's books and invite child to join you, cue, "Sit down." Enjoy the book with the child as you sit together in the chair.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.60

PROFILE ITEM:

Correctly places circle and square in form board.

BEHAVIORAL DEFINITION:

Child will correctly place circle and square in form board, on cue.

CUE/S:

"Take out circle" "Take out square" "Put in circle" "Put in square."

MEASUREMENT CRITERIA:

Able to put circle and square in the form board, on cue.

MATERIALS NEEDED:

Form board (containing a circle and a square).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Do not attempt to teach child to place a form in a form board until he has had previous experience with the board and has shown that he is consistently able to remove a form from the board, on verbal cue. If this skill has not been developed, please refer to the strategies used in Profile Number 2.34.

2.60.1 Child will place circle in form board with assistance.

2.60.1.1 Have child seated on floor or at table. Place the form board in front of him (use a form board that has one circle and one square on it). Talk about the form board with him. Draw his attention to the circle. Remove circle from the board. Give it to child and encourage him to examine it. Refer to it as "A circle." Run his fingers around it and repeat, "Circle." Draw his attention back to the form board. Take his finger and run them around the empty space on the board. Put the circle in the form on the board and say, "Put the circle in."

2.60.1.2 Encourage child to remove the circle from the board, cue, "Take out circle." Reinforce with praise.

2.60.1.3 When child has removed the circle and is holding it in his hand, cue, "Put circle in." Indicate the position on the form board where the circle is to go by running your finger around it. If child has difficulty in placing the circle, take his hand in yours and guide it until the circle is fitted in the form. Reinforce with praise.

2.60.2 Child will place square in form board with assistance.

2.60.2.1 Present form board to child. Draw his attention to the square. Remove the square from the board. Give it to the child and encourage him to handle and examine it. Refer to it as a square. Run his fingers around it and repeat, "Square." Draw his attention back to the form board. Take his finger and run it around the empty space for the square. Put the square in the form on the board and say, "Put in square."

2.60.2.2 Encourage child to remove the square from the board, cue, "Take out square." Reinforce with praise.

2.60.2.3 When child has removed the square and is holding it in his hand, cue, "Put square in." Point to the place on the form board where the square is to go, and run your finger along its lines. If child has difficulty replacing the square take his hand in yours and guide it until the square is fitted in the form. Reinforce with praise.

2.60.3 Child will place circle and square in form board with no assistance.

2.60.3.1 When child has had practice in placing a single form in the board, remove both forms and place the board in front of him. Give him both forms, cue, "Put in circle." If he has difficulty in determining the proper placement encourage him to run his finger around the circle in his hand and the one on the board. When he has successfully positioned the circle reinforce with praise, cue, "Put in square." Follow the same procedure for placing the square as used in placing the circle. Reinforce with praise.

NOTE: If it is preferred, the term "Ball" may be used for the circle and "Box" may be used for the square.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.61

PROFILE ITEM:

Walks up and down stairs alone, both feet on one step at a time holding onto railing.

BEHAVIORAL DEFINITION:

Child will walk up and down stairs alone, both feet on one step at a time holding onto railing.

CUE/S:

"Hold on" "Walk up" "Walk down"

MEASUREMENT CRITERIA:

Able to walk up and down stairs, both feet on one step at a time holding onto railing.

MATERIALS NEEDED:

Stairs (with railing).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Do not encourage child to walk up and down stairs alone until he has had experience walking up and down stairs while you are holding his hand. See Profiles 2.53 and 2.58 for suggested strategies to use in teaching a child to walk up and down stairs with assistance.

2.61.1 Child will walk upstairs, both feet on one step at a time holding onto railing (accompanied by adult).

2.61.1.1 Position yourself and child at the foot of stairs facing the steps. Invite child to walk up stairs with you, cue, "Hold on" as you indicate the railing. If child does not place his hand on the railing, position it for him, cue, "Walk up." Step up one tread and wait for child. As he steps up, reinforce with praise. Allow him to pause on each step long enough to regain balance and shift weight. If he removes hand from railing repeat cue, "Hold on."

2.61.1.2 When child has regained balance and has both feet on one step, cue, "Walk up." Step up with him. As nearly as possible pace your steps with his. Pause, each of you on the same step, until you have determined child's readiness to attempt the next step, cue, "Walk up." Continue reinforcing with praise as he mounts each tread. Walk along beside him, stepping on each step with him. Do not take his hand or otherwise assist him as long as he has no real difficulty or is in danger of falling. When he has reached the top of the stairs praise him and show your enthusiasm for his ability to walk upstairs. Take him into one of the upstairs rooms and show him something you know will interest him.

PROFILE NUMBER 2.61 CONTINUED

2.61.2 Child will walk up stairs, both feet on one step at a time, holding onto railing.

2.61.2.1 When child has had many practice sessions on the steps with you walking along beside him, encourage him to try the steps alone. When child is standing on the bottom of the stairs, facing up, you walk up three or four treads. Turn around and look at child, cue, "Walk up." If he does not take hold of the railing, cue, "Hold on." Give continued verbal encouragement and cue, "Walk up." Be patient, and do not hurry child. When he reaches you, reinforce with hugs and praise. Gradually increase the number of treads between you and child before you give the cue, "Walk up." When child is successful in mounting the full set of stairs make sure you are at the top to meet him. A child who can successfully ascend stairs may need much additional practice before he is ready to attempt a descent.

2.61.3 Child will walk down stairs, both feet on one step at a time, holding onto the railing (accompanied by adult).

2.61.3.1 Stand with child on stairs, three or four treads from the bottom. Face down the stairs. Invite him to walk down with you, cue, "Hold on" as you indicate the railing. If he does not place his hand on the railing, position it for him, cue, "Walk down." Step down one tread and wait for child. As he steps down, reinforce with praise. Allow him to pause on each step long enough to regain balance and shift weight. If he removes hand from railing, cue, "Hold on."

2.61.3.2 When child has regained balance and has both feet on one step cue, "Walk down." Step down with him. As nearly as possible, pace your steps with his. Pause, each of you on the same step, until you have determined child's readiness to attempt the next step, cue, "Walk down." Continue reinforcing with praise as he descends each step with you beside him. Do not take his hand or otherwise assist him, as long as he has no real difficulty or is in danger of falling. When he has reached the bottom of the stairs reinforce him with hugs and praise.

2.61.4 Child will walk down stairs, both feet on one step at a time, holding onto railing.

2.61.4.1 When child has had many practice sessions on the steps, with you walking along beside him, encourage him to try the steps alone. When child is standing at the top of the stairs, facing down, position yourself three or four treads down from him. Look up at child and cue, "Walk down." If he does not take hold of the railing, cue, "Hold on." Give continued verbal encouragement and cue, "Walk down." Do not hurry him. When he reaches you, reinforce with a hug and praise. Gradually increase the number of treads between you and child before you give the cue, "Walk down." Continue practice until child is able to descent the full flight of stairs upon the verbal cue, "Walk down."

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.62

PROFILE ITEM:

Imitates vertical and circular strokes in scribbling.

BEHAVIORAL DEFINITION:

Child will imitate vertical and circular strokes in scribbling.

CUE/S:

"Watch me" "You write" "Up and down" Round and round"

MEASUREMENT CRITERIA:

Able to imitate vertical and circular strokes in scribbling.

MATERIALS NEEDED:

Chalkboard, chalk, paper, crayon, pencil.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Prior to introducing activity in which child is encouraged to imitate specifically, either vertical or circular strokes, he should be allowed much practice in free scribbling. Child will have become familiar with use of chalk, chalkboard, paper, crayon, and pencil.

2.62.1 Child will imitate vertical and circular strokes in scribbling.

2.62.1.1 Have child stand at chalkboard. Tell him you and he are going to write. Take chalk in your hand and offer child some. If he does not take it, place it in his hand, cue, "Watch me." With your chalk, engage in spontaneous and rather vigorous vertical scribbling, cue, "You write." If child does not attempt to scribble, take his hand in yours and guide it in making up and down strokes, cue, "Up and down." Comment enthusiastically on the results and praise him.

2.62.1.2 Let child help you erase the chalkboard and continue demonstrating scribbling using up and down strokes, cue, "Up and down." Make sure child's chalk is not too short for a good firm grasp. Reinforce with praise.

2.62.1.3 Play music while you and child are scribbling at the chalkboard, using vertical strokes. Practice making lines in swinging, rhythmic motions, cue, "Up and down." Reinforce with praise.

2.62.1.4 When child is consistently imitating the vertical scribbles, demonstrate scribbling using circular strokes, cue, "You write." If necessary, take his hand in yours and guide it, cue, "Round and round." Comment enthusiastically on the results and praise him.

PROFILE NUMBER 2.62 CONTINUED

2.62.1.5 Play music while you and child are scribbling at the chalkboard, using circular strokes, cue, "Round and round." Reinforce with praise.

2.62.1.6 Sit at table with child and place a sheet of paper 8½ x 11 inches, or larger, in front of both of you. Place a larger crayon in the center of childs paper with the point directed away from the child. Make sure your paper is placed so child can see it, cue, "Watch me." Demonstrate scribbling using vertical strokes, cue, "You write." If child does not respond, take his hand in yours and guide it in making vertical strokes, cue, "Up and down." Reinforce with praise.

2.62.1.7 While sitting at table with child, demonstrate making circular strokes on the paper, cue, "Watch me." Continue demonstrating and cue, "Round and round." Reinforce with praise.

2.62.1.8 To add variety and to give additional practice in imitating vertical and circular scribbling strokes, have the child hold a crayon and follow a moving light beam. Use a pentype flashlight and hold the beam so the child can readily see it. Guide his hand a few times in following the beam. Move the beam in both vertical and circular directions. Reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.63

PROFILE ITEM:

Squats and rises to standing position without using hands.

BEHAVIORAL DEFINITION:

Child will squat and rise to a standing position without using hands.

CUE/S:

"Watch me" "Down" "Up"

MEASUREMENT CRITERIA:

Able to squat and rise to standing position without using hands.

MATERIALS NEEDED:

Small toys.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.63.1 Child will show indication of balance in his standing posture and the ability to maintain his equilibrium.

2.63.1.1 Stand in front of child, facing him, and explain to him that you want him to do the same thing you do, cue, "Watch me." Stand on one foot briefly. Encourage child to imitate. Take hold of both his hands and support him as he briefly raises one foot from the floor. Reinforce with praise.

2.63.1.2 Face child and stand with your heels together, cue, "Watch me." Encourage child to place his heels together like yours. Position his feet and steady him as he stands briefly with his heels together. Reinforce.

2.63.1.3 Put objects on the floor. Bend over and pick them up. Encourage child to bend over and pick things up like you are. Make a game of this activity. Reinforce. Involve child in other activities that will increase his balance.

PROFILE NUMBER 2.63 CONTINUED

2.63.2 Child will rise from squatting position with help.

2.63.2.1 While child is standing, face him and squat down, cue, "Watch me." Tell him to get down like you are, cue, "Down." Place your hands around his waist and position him in a squat (his feet will need to be rather far apart for balance). Keep your hands on his waist to help him balance, cue, "Up" and guide his body in rising. Make a game of this. Keep your hands on his waist and cue, "Down" and "Up." Pause between the movements to allow child to establish equilibrium. Reinforce.

2.63.2.2 Face child while he is standing and squat down. Take both his hands in yours and cue, "Down." Hold his hands in yours and help him position himself in a squat, cue, "Up." Repeat cues of "Up and down" as you initiate the movements. Show your enjoyment with the activity and reinforce with praise.

2.63.2.3 When child independently assumes a squatting position, encourage him to rise by using his hands for support. Position his hands, palms down, out at his sides. Cue, "Up." Reinforce with praise.

2.63.3 Child will squat and rise to a standing position without using hands.

2.63.3.1 Encourage child to position himself in a squat by assuming that position yourself and engaging in some activity of interest to child.

2.63.3.2 Encourage child to rise while holding a toy or other object in his hands. This will discourage child using his hands for support.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.64

PROFILE ITEM:

Rolls, pounds and squeezes clay.

BEHAVIORAL DEFINITION:

Child will roll, pound and squeeze clay.

CUE/S:

"Roll" "Pound" "Squeeze".

MEASUREMENT CRITERIA:

Able to roll, pound and squeeze clay.

MATERIALS NEEDED:

Clay or play-dough; dowel or rolling pin; cookie cutters.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

Note: A child needs a great deal of preliminary experience with clay before he can do anything that resembles handicraft. He will also need a lot of direction before he has learned to sit down and make things for himself. Don't just sit the child at a table, hand him a lump of clay, and tell him to play with it. You will need to join in the play, making suggestions, giving directions, and demonstrating to give the child the greatest benefit from playing with the clay.

2.64.1 Child will manipulate the clay, rolling, pounding and squeezing it.

2.64.1.1 Sit at table with child. Spread papers on table or use large plastic mat. Give child a lump of clay or play-dough and let him manipulate it. Let him pound, squeeze and pull off pieces.

2.64.2 Encourage the child to make snakes, hamburgers, pancakes, pizza. balls, eggs, etc.. These all require rolling, squeezing and patting the clay. Break a piece of clay off his lump and take a similar size for yourself. Demonstrate rolling the clay into an elongated shape. (Put lump of clay on table and with your palm flat on the clay make rolling movement). Encourage child to imitate. If necessary, place your hand over his and guide it. Cue "Roll" as child imitates. The result may be called a snake, rope, etc.. Reinforce with praise.

2.64.3 Show child how to pound a lump of clay with the palm of his hand. Cue "Pound". The flattened object may be called a hamburger, pancake, pizza or cookie. Reinforce with praise.

2.64.4 Show child how to squeeze and roll a piece of clay between his hands to make a ball or egg. Cue "Squeeze" and "Roll". Reinforce.

2.64.5 Have child roll the clay with a dowel or rolling pin. Cue "Roll. Give him cut out shapes with cookie cutters or use little plastic molds. Reinforce with praise.

2.64.6 Help him make a basket by first flattening a piece of clay. Bend up the edges to form the sides of the basket. Have him roll small balls of clay between his fingers to make eggs. Encourage child to participate in other rolling, pounding and squeezing type activities until he can handle the clay well.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.65

PROFILE ITEM:

Builds tower of five or more blocks.

BEHAVIORAL DEFINITION:

Child will stack a minimum of five blocks, independently.

CUE/S:

"Watch me" "Stack"

MEASUREMENT CRITERIA:

Able to stack five or more blocks on verbal cue.

MATERIALS NEEDED:

Blocks.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.65.1 Child will stack blocks with help. Have five or six blocks available.

2.65.1.1 Sit by child on floor. Give child two blocks and take two for yourself, get child's attention with "Watch me." Tell child you are going to stack your blocks. Emphasize "Stack." Place one block on top of the other, indicate childs blocks and cue, "You stack." Give assistance if necessary by handing him a block. Guide his hand in placing one block on the other, cue, "Stack" as he does so. Reinforce with smiles, praise, etc..

2.65.1.2 Encourage child to stack more blocks on his stack of two. If, after taking a block in his hand, he hesitates, or shows confusion, point or tap the top block and cue, "Stack." If he had difficulty making contact between the two blocks, take his hand in yours and steady it. Reinforce with praise and enthusiasm.

2.65.1.3 Make a game of stacking the blocks by taking turns. In this way, the child will have more opportunity to see the stack grow higher and you will be able to keep the tower straighter by placing your own block squarely on the one below it. Show enthusiasm for the growing stack. If stack should fall or child should knock it over when he places his block, laugh and tell him it's alright and that you will build another one together. Continue verbal encouragement and repeat the cue, "Stack" as you or he adds a block.

2.65.2 Child will stack a minimum of five blocks upon demonstration.

2.65.2.1 Seat child on floor or at table. Have a minimum of ten blocks available. Tell child you are going to stack your blocks, cue, "Watch me." As you place each block, cue, "Stack." Show enthusiasm for your growing stack. Stack four or five blocks.

2.65.2.2 Indicate the blocks in front of the child and encourage him to build a stack like yours. Cue, "You stack." Observe his stack. When it becomes obvious that another block will topple his tower, reinforce for the stack he has made by praise, clapping your hands, etc.. If the child indicates by his actions that he wants to try stacking another block, do not discourage him. When the tower topples, make this a part of the game.

2.65.3 Child will stack a minimum of five blocks on verbal cue.

2.65.3.1 While child is seated on floor give him his blocks to play with. Talk about his blocks and encourage him to play with them. Allow him free play to use them as he likes. While he is handling them, cue, "Stack your blocks." As he stacks each one reinforce with your attention and enthusiasm. Continue verbal encouragement and praise.

NOTE: Keep blocks in a bag or box so that they are readily available to him in number. Loose blocks in a toy box are likely to be discovered by him only one or two at a time and will not inspire building activity.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.66

PROFILE ITEM:

Makes blocks into a train (two or more).

BEHAVIORAL DEFINITION:

Child will make blocks (2 or more) into a train.

CUE/S:

"Watch me" "Make a train"

MEASUREMENT CRITERIA:

Able to make a train using two or more blocks.

MATERIALS NEEDED:

Blocks.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: This activity should be preceded by stacking blocks. Child should give evidence of being able to stack two or three blocks at a time. If child has a toy train use this prior to this activity. Show him pictures of trains in books and call his attention to ride trains.

2.66.1 Child will put blocks in a row, train fashion (with assistance).

2.66.1.1 While child is sitting on floor playing with blocks get his attention, cue, "Watch me." Take three blocks and slowly put them in a line. As you place the first block say, "One car," continue with, "Two cars" and "Three cars" as you add each block. Stack a second block on top of the first block in line to represent the trains chimney. Say, "Chimney." Tell child this is your train. Leave your model standing and give child four blocks. Cue, "You make a train."

2.66.1.2 If child does not attempt to line up blocks call his attention to your train. Repeat cue, "You make a train." If he does not make an attempt to construct a train or make a tower instead, give him assistance. Take his hand in yours and help him place each block. As he places the first one say, "One car." Continue with, "Two cars" and "Three cars" as you guide his hand in placing the second and third block. Guide his hand in stacking a block on the first block in line and say, "Chimney." Reinforce with praise.

PROFILE NUMBER 2.66 CONTINUED

2.66.1.3 Continue block play with child in which you model building a train. Talk about what you are doing and make sure you have child's attention, cue, "You make a train." Reinforce with praise. Consider task successful if child lines two or more blocks in a row. He need not place the block in chimney position at this stage. When he has lined up several blocks, push them along saying, "Toot, toot", or using some other sound representing a trains noise. Encourage child to imitate.

NOTE: Observations of children involved in train building behavior have indicated significant difference in behavior according to sex. Boys are more likely to attempt building the train than girls, and are also more likely to attempt pushing the train when they have constructed it.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.67

PROFILE ITEM:

Opens doors by turning knob.

BEHAVIORAL DEFINITION:

Child will open doors by turning knob, independent of assistance.

CUE/S:

"Watch me" "Turn the knob" "Open the door"

MEASUREMENT CRITERIA:

Able to open door by turning knob.

MATERIALS NEEDED:

Toys with knobs on them, containers of toys with a screw type lid, doors with knobs child can reach

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Observe child's ability to reach and grasp before introducing this activity. Child's eye-hand coordination should have approached a level where he reaches out for an object and grasps it in a manipulating manner.

2.67.1 Child will be able to turn knob on toy radio, or other toy with knob of 1½ to 2 inches in diameter.

2.67.1.1 There are a variety of toys that may be used in teaching a child to turn knobs. Many of these respond to the turning of the knob in such a way as to be self reinforcing. One example is the Fisher Price Giant Screen Music Box T.V.. Introduce a toy of this type by sitting on floor with child and placing the toy between you. Draw child's attention to the toy and point to the knob. Tell him to look at the knob, cue, "Watch me." Take the knob in your hand and turn it slightly. Music begins to play immediately and pictures appear on a screen. When the music stops and the pictures quit moving cue, "Turn the knob." If child does not position his hand or is not able to turn the knob, help him. Take his hand in yours, place it over the knob and assist him in turning it. Comment on the activity and music occurring after the knob is turned. Reinforce him with praise.

2.67.1.2 Sit on floor with child and encourage him to play with other toys which necessitate hand grip and turning to manipulate. The fitted barrels, graduated in size are good, as child grips a barrel with his hand and turns, another barrel of smaller size is revealed. Give him boxes with fitted lids (the type Tinker Toys come in), and encourage him to open them. Ordinary jars with lids lightly on may also be used. In each instance, demonstrate procedure for grasping and turning and give assistance when necessary. Reinforce all attempts with praise.

2.67.2 Child will be able to open the door by turning the knob.

2.67.2.1 Draw child's attention to knobs on the various doors in the house, cue, "Watch me." Place your hand on the knob, cue, "Turn the knob." After repeating this cue open the door. Tell child you opened the door and show pleasure in having accomplished this. Close door and encourage child to open it, cue, "Turn the knob." If he does not respond, or is unable to open the door, place your hand over his on the knob, and assist him in opening the door. Repeat the cue, "Open the door" as he performs this. Reinforce with praise.

2.67.2.2 Utilize every opportunity to involve child in turning the knob to open a door. Let him be your helper and open doors for you when you have something in your hands. Reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.68

PROFILE ITEM:

Kicks a large ball (ground level - stationary).

BEHAVIORAL DEFINITION:

Child will kick a large ball while it is lying stationary on the ground.

CUE/S:

"Watch me" "Stand on one foot" "Kick" "Kick the ball"

MEASUREMENT CRITERIA:

Able to kick a large ball while it is lying on the ground.

MATERIALS NEEDED:

Large (8-9 inches) light weight ball.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.68.1 Child will make kicking motion with one foot while holding on to object (chair, wall, etc.) for support.

2.68.1.1 Demonstrate standing on one foot, cue, "Watch me." Encourage child to imitate, cue, "Stand on one foot." Let him hold onto a chair for support. If necessary, assist him by lifting one of his feet from the floor briefly (child may show preference for one foot and have more success balancing on that foot). Reinforce him with praise.

2.68.1.2 Continue demonstrating, and cue, "Stand on one foot." Gradually reduce assistance until child is able to lift one foot briefly and stand using no support. Reinforce with praise.

2.68.1.3 When child is consistently able, on cue, to lift one foot briefly and stand, introduce the cue, "Kick." Demonstrate by making a kicking motion with your foot. Repeat the cue, "Kick" as you do so. Let him hold onto a chair and practice kicking. Reinforce with smiles and praise.

PROFILE NUMBER 2.68 CONTINUED

2.68.2 Child will kick a large ball (8-9 inches) using support.

2.68.2.1 After child has experienced success in making a kicking motion with his foot, introduce the ball. Demonstrate by placing the ball on the floor, cue, "Watch me." Tell him you are going to kick the ball, Kick the ball with your foot, causing it to roll across the floor. Show enthusiasm and pleasure at having kicked the ball.

2.68.2.2 While child is using chair or wall for support, place the ball directly in front of his foot with his toe touching the ball, cue, "Kick the ball." Reinforce with enthusiasm and praise for any distance the ball moves.

2.68.2.3 Continue placing the ball near the child's foot and cue, "Kick the ball." Reinforce with praise and comments on how far he kicked the ball.

2.68.3 Child will kick a large ball (ground level - stationary).

3.68.3.1 With child in a free standing position, place ball on the floor near his foot, cue, "Kick the ball." When child first attempts kicking a ball from a free standing position he is likely to make only short kicking motions with his foot. As his balance and coordination improve he will bring his foot back farther and follow through on his kick. Encourage him to kick the ball in outdoor play and see how far he can make it go. Reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.69

PROFILE ITEM:

String beads together.

BEHAVIORAL DEFINITION:

Child will be able to string a minimum of three beads, independent of assistance.

CUE/S:

"Put it on" - when spool and dowel stick used.
"String the bead" - when bead and string used.

MEASUREMENT CRITERIA:

Able to independently string a minimum of 3 beads.

MATERIALS NEEDED:

Cubes or spools with large center holes. Dowel sticks. Large (1-1 1/2 inch size) wooden beads. String (either plasticized or with plastic tips).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.69.1 Child will put spools on cubes on a dowel stick.

2.69.1.1 Have child in a seated position on floor or at table. Put the dowel stick and spools for stringing on the play surface in front of you. Place a tinker toy object on end of dowel stick to keep spools from sliding off.

2.69.1.2 Draw child's attention to the materials by picking them up and referring to the objects as "spool" and "stick". Show him the spool and tell him you are going to put it on the stick. Repeat cue "Put it on" as you do so. Place several more spools on the stick. Cue "Put it on" each time.

2.69.1.3 Hold dowel stick in front of child and hand him a spool. Cue "Put it on". If necessary, guide his hand holding the spool, helping him place the spool on the dowel stick. Reinforce with praise. Encourage him to add more spools to the stick by handing him another spool. Cue "Put it on".

2.69.1.4 Give child the stick to hold in his hand. Hand him a spool. Cue "Put it on". Continue giving assistance, if necessary, gradually reducing the amount. Reinforce his success with praise and enthusiasm.

2.69.2 Child will string bead, with assistance.

2.69.2.1 Have child seated on floor or at a table. Place 6 or 8 large size wooden beads on the play surface. Take a 12-18 inch length of cord (plasticized or plastic tipped) in your hand and pick up one of the beads. Draw child's attention to activity by your comments. Refer to the materials as "String" and "Beads". Tell him you are going to "string the beads". Place bead on the string. Repeat cue "String the bead" as you do so.

2.69.2.2 Place several more beads on the string. Repeat cue "String the bead" each time. Hand string to child and give him a bead in his other hand. Cue "You string the bead". If necessary, take both his hands in yours and guide the string into the bead. Help him pull the string through and slide the bead to the end of the string. Reinforce with praise.

2.69.2.3 Give assistance in placing more beads on the string. Cue "string the bead" each time. Reinforce with praise after each bead is strung. Gradually reduce the amount of help given.

2.69.3 Child will string a minimum of three beads, independent of assistance.

2.69.3.1 Place 6 or 8 beads of the 1-1/2 inch size and a cord 12-18 inch length in front of the child. Cue "String the bead". You may demonstrate by taking the string in your hand and putting 1 or 2 beads on the string. Repeat cue "String the bead" each time. Hand child the string and repeat cue "You string a bead".

2.69.3.2 If he is able to string only one bead at first, comment enthusiastically and do not pursue the activity longer than 5 minutes, if he experiences no further success.

2.69.3.3 At each session with the beads, continue giving cue "String the bead". Reinforce each success with praise, hugs, etc.. Continue until child can string 3 beads in 5 minutes,

2.69.4 Activity may be made more interesting by you and child taking turns putting a bead on the string. You may also take the string after child has put on 3-4 beads and add to it. Make a necklace for him or his doll. This will also serve as reinforcement.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.70

PROFILE ITEM:

Bends at waist to pick up something off floor (without falling).

BEHAVIORAL DEFINITION:

Child will bend at waist and pick up something off floor without falling.

CUE/S:

"Watch me" "Do this" "Pick up"

MEASUREMENT CRITERIA:

Able to maintain balance while bending over to pick up something off floor.

MATERIALS NEEDED:

Objects to pick up.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Since this behavior is largely a matter of balance and coordination the child should be observed to determine his readiness for this skill.

2.70.1 Child will maintain balance when his body is positioned in other than an upright position.

2.70.1.1 Place child's toys in a box deep enough that he needs to bend over to get them. He can lean on the box and use it to steady himself.

2.70.1.2 Cue, "Watch me." Demonstrate bending over slightly at the waist and let your arms hang free in front of you, cue, "Do this." Place your arm in front of the child at his waist and let him lean on your arm so he bends. Position his feet far enough apart to give him greater balance. Encourage child to try to touch the floor with his fingers.

2.70.1.3 Place child in a squatting position and take hold of his hands, cue, "Up" as you help him in an upright position. Cue, "Down" as you both squat again. Show child you enjoy this game with him. Reinforce with praise.

PROFILE NUMBER 2.70 CONTINUED

2.70.2 Child will bend at waist to pick up something off floor without falling.

2.70.2.1 Put objects on the floor and demonstrate bending over to pick them up. Encourage child to help you, cue, "Pick up." If he needs some assistance in maintaining balance at first, put your fingers in the waist of his pants at back or hold onto his shirt. Reinforce with praise.

2.70.2.2 Give child a basket or box and encourage him to pick up objects to fill his container, cue, "Pick up." Reinforce with praise.

2.70.2.3 When you are outdoors with child, join him in activities involving bending over and picking up objects, cue, "Pick up." Pick up leaves, stones, snow to make snowballs, or pick flowers. Your participation and enthusiasm for the activity will serve as reinforcement for the child.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.71

PROFILE ITEM:

Turns pages of book singly.

BEHAVIORAL DEFINITION:

Child will turn pages of book, one at a time.

CUE/S:

"Turn the page"

MEASUREMENT CRITERIA:

Able to turn pages, singly.

MATERIALS NEEDED:

Book

BEHAVIORAL OBJECTIVES AND STRAGETIES:

2.71.1 Child will turn pages of a book, 2 or 3 at a time, with help.

2.71.1.1 Hold child on your lap, or sit close beside him so that a book may be easily shared, between the two of you. Open the book and gain his interest by showing your own interest and enthusiasm for the pictures.

2.71.1.2 As you turn each page, cue "Turn the page." If the child does not attempt to turn a page, encourage him by asking him to help you turn the page. If necessary, take child's hand in yours, position his fingers on the page at either the upper or lower right hand corner. Cue "Turn the page". Reinforce with praise and by showing your interest for the picture he has found. Continue giving assistance. Gradually decrease amount given, until you need only position his fingers on the page. Task is considered successful at this stage,no matter how many pages he turns. Do not comment on pictures he has missed, but show interest in whatever is pictured on the page to which he turns.

PROFILE NUMBER 2.71 CONTINUED

2.71.2 Child will turn pages, 2 or 3 at a time, independent of assistance.

2.71.2.1 Sit near child or hold him and hand him a book, positioned properly for his manipulation. Cue "Turn the page". If he does not open the book, demonstrate by turning to the first page. Cue "Turn the page" as you do so, and draw his attention to the picture by your comments.

2.71.2.2 Continue giving verbal cue "Turn the page". Reinforce with your attention to the pictures on the pages to which he turns. By using a book with which he is familiar, you will be able to ask him to find a picture which he has seen before in the book. This will encourage him to decrease his random turning.

2.71.3 Child will turn pages of a book singly.

2.71.3.1 Sit near child or hold him. Take a book which you have shown to him previously and with which he has become quite familiar. Children will often memorize the order of pictures in a book and anticipate the picture on the next page. Put book in child's hands, properly positioned for his manipulation. Cue "Turn the page". If child turns more than one page, comment on the fact that he has missed a certain picture. Ask him to help you find that picture and turn the pages to find the picture. Cue "Turn the page" as each page is turned singly by positioning his fingers on pages.

2.71.3.2 Provide child with sturdy books that he can handle on his own as well as old catalogs, magazines, etc.. If these are kept in a special place, easily assessible to him, and referred to as "his books", it will not only increase his opportunity to develop his dexterity in turning pages, but help protect books belonging to other members of the family.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.72

PROFILE ITEM:

Folds paper imitatively.

BEHAVIORAL DEFINITION:

Child will imitate demonstration as he folds paper in half.

CUE/S:

"Fold paper" "Fold" "Watch me"

MEASUREMENT CRITERIA:

Able to imitate folding paper in half.

MATERIALS NEEDED:

Paper - four inches square.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.72.1 Child will watch as paper is folded in half.

2.72.1.1 Place child at table and sit across table from him. Have no other material on the table other than the paper to fold. Tell child you are going to fold the paper. Cue "Watch me".

a. Take hold of each corner of the bottom half of paper.

b. Bring bottom up slowly to meet the top.

c. Line corners of paper at top.

d. Hold paper steady with one hand and place fingers of other hand on fold at bottom.

e. Push fingers across bottom to crease.

PROFILE NUMBER 2.72 CONTINUED

2.72.2 Child will fold paper at same time as demonstrator.

2.72.2.1 Give child a four inch paper square. Take one for yourself. Cue "Watch me". Tell child to fold his paper just like yours. Cue "Fold paper".

2.72.2.2 Do each step slowly and observe child to see if he is able to imitate. If he has difficulty steadying the paper show him how to position his hands. Complete all steps. Reinforce with praise.

2.72.3 Child will imitate trainer as he folds paper once.

2.72.3.1 Cue "Watch me". Fold a four inch square in half and place it where child can see it. Give child an uncreased four inch paper square and cue "Fold paper". Child may look at your folded paper but should not pick it up and use it as a pattern in folding his own. Reinforce his success with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.73

PROFILE ITEM:

Correctly nests four or more small square boxes.

BEHAVIORAL DEFINITION:

Child will correctly nest four or more small square boxes, graduated in size.

CUE/S:

Size comparison words. "Fit them together."

MEASUREMENT CRITERIA:

Able to correctly nest four or more small square boxes with no assistance.

MATERIALS NEEDED:

Four nested boxes.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.73.1 Child will correctly nest four small square boxes with assistance.

2.73.1.1 Place on the table in front of the child four square boxes graduated in size. Take the largest box and hand it to the child. Encourage him to examine the box. Take his fingers and have him outline the rim of the box and explore the inside. Tell him this is the biggest box. After child has examined this box, put it aside. Call child's attention to the three remaining boxes. Ask him if he knows which is the littlest box. If he does not identify it, hand it to him and encourage him to examine it in the same manner he did the largest box. Follow the same procedure with the remaining boxes.

2.73.1.2 When child has had opportunity to handle and examine all the boxes, line them up on the table according to size. Review their sizes again with him. Encourage him to run his fingers around the rim of the boxes so he can better sense the difference in size.

2.73.1.3 After child has examined the boxes demonstrate how the boxes fit one in the other. While they are lined on the table in order of size, start with the smallest and fit it in the one next to it. Encourage child to fit those nested boxes in the third one, cue, "Fit them together." If he hesitates, take his hand and assist him in nesting the boxes. Follow the same procedure with the fourth box. Show child the four nexted boxes and reinforce him with praise for his help in fitting the boxes together.

PROFILE NUMBER 2.73 CONTINUED

2.73.1.4 While child is holding the four nested boxes encourage him to remove them one at a time and line them up on the table again in order of size. You may need to point to the proper placement.

2.71.2 Child will correctly nest four square boxes, without assistance.

2.71.2.1 Arrange the boxes on the table in order of size, cue child with, "Fit them together." If he shows confusion help him fit the larger two together and repeat cue, "Fit them together" in referring to the remaining two boxes. Reinforce with praise or treat.

2.71.2.2 Encourage child to take more notice of size by building a tower of the boxes, beginning with the largest one. Have child arrange the boxes in a line according to size. Repeat these strategies until child is able to fit the boxes together quickly from a scattered position.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.74

PROFILE ITEM:

Stands on either foot and balances.

BEHAVIORAL DEFINITION:

Child will stand on either foot and balance briefly (with no external support).

CUE/S:

"Stand on one foot."

MEASUREMENT CRITERIA:

Able to stand briefly on either foot and maintain balance.

MATERIALS NEEDED:

Chair or other object for support.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.74.1 Child will stand on one foot, using support.

2.74.1.1 This activity may be introduced in a game situation. Tell child you are going to do some things and you want him to try to do them too. Begin with simple activities you are sure the child can perform. For example, raise one arm, put your hand on your head, etc.. Reinforce with praise. When child has experienced several successes, demonstrate standing on one foot, cue, "Stand on one foot."

2.74.1.2 If child is unable to maintain his balance when he attempts standing on one foot, place a chair near him and have him grasp this while standing on one foot. Reinforce with praise.

2.74.1.3 Take both of child's hands in yours and while you demonstrate, cue, "Stand on one foot." Reinforce for even brief removal of one foot from the floor. With some children it may be necessary to kneel beside child and physically assist him in lifting one foot from the floor. Allow child to put his hand on your shoulder for support.

2.74.2 Child will stand on one foot without assistance.

2.74.2.1 Demonstrate standing on one foot and cue, "Stand on one foot." He will probably need to hold the other leg up. Reinforce.

2.74.2.2 When child is experiencing quite consistent success standing briefly on one foot have him occasionally try standing on the other foot, using the same strategies.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.75

PROFILE ITEM:

Pushes and pulls large toys.

BEHAVIORAL DEFINITION:

Child will push and pull large toys.

CUE/S:

"Push" "Pull"

MEASUREMENT CRITERIA:

Able to push and pull large toys without assistance.

MATERIALS NEEDED:

Wagon, cart, other large push-pull toys.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.75.1 Child will push large toys with help.

2.75.1.1 Have child in a play space relatively free of obstructions. Demonstrate pushing a large toy such as a wagon. Get behind the wagon and place both hands on it. Push it slowly across the floor. Tell child you are pushing the wagon, cue, "You push."

2.75.1.2 Encourage child to join you at the back of the wagon, cue, "Push." You may make the activity more interesting by placing a teddy bear or other toy in the wagon. Help him push the wagon across the floor. For variety have him push with one hand and push with varied force, change direction while pushing. Show child that you are enjoying the activity of pushing.

2.75.2 Child will push large toys independently.

2.75.2.1 Make available a variety of large push toys. Encourage child to place objects in the toy and push them to another location, cue, "Push." Reinforce with praise and by joining in the play situation. You may ask child to help you by bringing you something in his wagon or cart.

PROFILE NUMBER 2.75 CONTINUED

2.75.3 Child will pull large toy with help.

2.75.3.1 This activity can best be performed in a rather large space, relatively free of obstructions. Demonstrate pulling a large toy such as a wagon. Take the handle in your hand and as you pull the wagon tell child you are pulling the wagon, cue, "You pull." Make room for the child's hand on the handle and help him pull. Reinforce with praise.

2.75.3.2 Show child how to bend his arms and body for the pull. Have him pull with either or both hands. Change direction while pulling.

2.75.4 Child will pull large toy independently.

2.75.4.1 Have wagon or cart available for play. Place some objects in it and ask child to pull it to another location, cue, "Pull the ________." Reinforce with praise.

2.75.4.2 Have child pretend he is a delivery man, milkman, gas man, etc.. Reinforce by joining in the play situation.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.76

PROFILE ITEM:

Stands on tiptoe (demonstrated).

BEHAVIORAL DEFINITION:

Child will stand on tiptoe following demonstration.

CUE/S:

"Watch me" "Stand tiptoe"

MEASUREMENT CRITERIA:

Able to stand on **tiptoe** following demonstration.

MATERIALS NEEDED:

Balance bar or chair for beginning support.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.76.1 Child will stand on tiptoe with assistance.

2.76.1.1 Cue, "Watch me." Tell child you are going to stand on your tiptoes. Raise up on the balls of your feet with your heels lifted from the floor. Comment that you are way up high on your toes.

2.75.1.2 Place child near a balance bar, chair, or other object of suitable height for support. Position both his hands on the object and cue, "Stand tiptoe." Demonstrate. If he does not respond by getting up on his toes, take your hands and move his heels up off the floor. Support them briefly. Reinforce with praise.

2.76.1.3 Show child how he can get up higher on his toes by holding on to the object and pulling up with his arms. Reinforce even brief interval of standing tiptoe.

2.76.1.4 While child is using a supporting object, make a rhythm of "Tiptoes", "Down." Demonstrate. Gradually increase the span of time between the two words so that child is standing somewhat longer on his toes. Reinforce with praise or treat.

2.76.1.5 Remove object child is using for support. Take hold of his hands and face him as you say "Tiptoes." Get up on your toes with child. Give a gentle pull up on his arms to indicate the upward movement. Pace a rhythm of up-down that is geared to the child's ability to stand tiptoe.

PROFILE NUMBER 2.76 CONTINUED

2.76.2 Child will stand tiptoe on demonstration.

2.76.2.1 Stand on your tiptoes facing the child. Get up on your toes as you cue, "Stand tiptoe." Ask him to see how high he can reach when he is standing tiptoe. Reinforce with praise, no matter how briefly he stands.

2.76.2.2 Play a Follow the Leader type game. Tell child to watch you and do what you do. As he watches, get up on your toes, cue, "Stand tiptoe." Each time you rise again on your tiptoes repeat the cue. Continue demonstrating the behavior and reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.77

PROFILE ITEM:

Jumps off floor

BEHAVIORAL DEFINITION:

Child will jump off floor a distance of one to two inches

CUE/S:

"Jump"

MEASUREMENT CRITERIA:

Child will jump one to two inches off floor on verbal cue

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.77.1 Child will jump off floor after demonstration and with assistance.

2.77.1.1 Make sure that child understands what you mean by jump. Many children confuse jumping and hopping. Get child's attention and tell him you are going to jump. Jump off the floor and say, "Jump" as you do so.

2.77.1.2 With child in free standing position, face him and take his hands in yours. Tell him you want him to jump with you. Show him how to bend his legs slightly at the knees in order to get a greater thrust upward, cue, "Jump." Pull up slightly on his hands, encouraging him to jump with you. Reinforce with praise. Repeat activity several times. Show child that you share his enthusiasm for jumping.

2.77.2 Child will jump off floor when behavior is demonstrated.

2.77.2.1 Have child watch you jump. Stand with your feet apart six to eight inches and flex your legs slightly at the knees. After you have jumped, cue child with, "You jump." If necessary repeat demonstration and cue. Reinforce any upward movement child makes with enthusiasm and praise.

2.77.2.2 Continue demonstrating the jump and repeat cue, "Jump" until child is consistently responding by imitating.

2.77.3 Child will jump off floor on verbal cue.

2.77.3.1 When you and child are playing together cue, "Jump." Do not demonstrate but give verbal encouragement. Reinforce with praise. Call to the attention of other family members the child's ability to jump. Encourage them to make favorable comments.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.78

PROFILE ITEM:

Throws large ball four to five feet.

BEHAVIORAL DEFINITION:

Child will throw a large ball a distance of four to five feet.

CUE/S:

"Throw the beanbag" "Roll the ball"

MEASUREMENT CRITERIA:

Able to throw ball a distance of four to five feet.

MATERIALS NEEDED:

Beanbags, large ball.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Child may sit for beginning throwing activities if he has difficulty with balance.

2.78.1 Child will throw a beanbag, upon demonstration.

2.78.1.1 Give child a beanbag to manipulate, identify it as a "Beanbag." Let him get the feel of it. A large, loosely stuffed beanbag is easier to toss than a ball. After child has examined the beanbag, encourage him to throw it, cue, "Throw the beanbag." Stand several feet away from him and ask him to throw the beanbag to you. If he does not seem to understand, tell him to watch you and that you will throw your beanbag to him. Throw it so it lands directly in front of him. Show enthusiasm and encourage him to throw his beanbag to you. Reinforce with praise.

2.78.1.2 Continue informal beanbag play with child. It will be easier for child to be accurate with beanbag than with a ball, but in the beginning manipulation is of major importance. Reinforce him for throw regardless of accuracy.

2.78.2 Child will roll a six to eight inch ball in response to cue.

2.78.2.1 Sit on floor with child and tell him you are going to roll the ball to him. Roll the ball gently so that it stops directly in front of him. Encourage him to roll the ball back to you, cue, "Roll the ball." If child does not initiate a response, put your hands over his on the ball. With pushing motion make the ball roll. Show enthusiasm and reinforce with praise. Retrieve the ball and roll the ball back to him, cue, "Roll the ball." Show enjoyment with your game.

2.78.2.2 Encourage child to roll the ball from a standing position, cue, "You roll the ball." In the beginning child will likely prefer using both hands to roll the ball. When he becomes more proficient you may show him that the ball rolls better if he bends his knees and gets close to the floor with his rolling arm slightly backward and the opposite foot forward. Reinforce his efforts with praise.

2.78.2.3 As he develops some skill in rolling give him some simple nearby target. Children often get pleasure from knocking down some object as a block of wood or a tenpin.

2.78.3 Child will throw a large ball a distance of four to five feet using both hands, while sitting.

2.78.3.1 Sit beside child. Take the ball in your hand and tell child you are going to throw the ball. Throw the ball and comment enthusiastically. Tell child it is his turn. Give child the ball and cue, "Throw the ball." Reinforce with praise.

2.78.3.2 Allow child to continue throwing the ball. Encourage him to see how far he can throw it. Make some suggestion as to the direction he throws by asking him to throw the ball toward the chair, by the door, etc..

2.78.4 Child will be able to throw a large ball four to five feet.

2.78.4.1 While child is standing (may crouch if necessary) give him the ball in both hands. Stand four or five feet away from him and cue, "Throw the ball to me." Reinforce with praise regardless of accuracy.

2.78.4.2 Give child additional opportunity to practice throwing and strive for greater degree of directionality control by encouraging targets positioned four or five feet away. Reinforce with your enthusiasm and praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.79

PROFILE ITEM:

Walks between parallel lines - eight inches apart.

BEHAVIORAL DEFINITION:

Child will walk between parallel lines eight inches apart independently.

CUE/S:

"Walk between the lines" "Between" "Walk"

MEASUREMENT CRITERIA:

Able to walk between parallel lines eight inches apart.

MATERIALS NEEDED:

Lines on floor eight inches apart.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.79.1 Child will walk between parallel lines with assistance.

2.79.1.1 Tape or draw on floor two parallel lines eight inches apart and ten feet in length. Tell child that you and he will pretend these lines are a road. Position child at one end of the line facing the far end. Tell him he is to keep his feet inside the lines, get behind him and put your hands at his waist. Tell him you are the trailer, cue, "Walk between the lines." Follow along behind him using your hands at his waist to help him stay between the lines. When you reach the end of the lines, reinforce him with praise for having stayed on the road.

2.79.1.2 When you reach the end of the line, reverse positions and tell child he can be the trailer and you will be the car. Instruct child to take hold of you from behind, and put his feet just like yours. Walk slowly, have child put his toe on your heel on each step. Reinforce with praise for having been a good trailer.

2.79.1.3 Have child walk between the lines alone while you walk down beside him. Take his hand if he needs the additional assistance. Reinforce with praise.

2.79.2 Child will walk between parallel lines eight inches apart, without assistance.

2.79.2.1 See that child has his feet properly positioned to begin walking between the lines, cue, "Walk between the lines." Caution him to watch closely so that he will not step outside the lines. Stand at the far end of the line and reinforce with a treat when he reaches you.

2.79.2.2 As child becomes more proficient in walking between the lines encourage him to look straight ahead as he walks or to fix his eyes on some other object in front of him. This will give him opportunity to further develop his balance and coordination. Reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.80

PROFILE ITEM:

Holds crayon with fingers.

BEHAVIORAL DEFINITION:

Child will pick up crayon and hold it with his thumb on the left side and his fingers on the right (reverse for left hand).

CUE/S:

"Pick up crayon" "Mark on paper"

MEASUREMENT CRITERIA:

Able to hold crayon in his fingers.

MATERIALS NEEDED:

Crayon, paper.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.80.1 Child will pick up crayon.

2.80.1.1 Have child seated at table or desk and sit beside him. Place a sheet of paper at least 8½ x 11 inches on the table before the child so that the narrow edge of the paper is at the table edge in front of him. Place a crayon in the center of the paper with the point of the crayon directed away from the child. Have paper and crayon placed on table for your own use. Pick up your crayon and cue, "Pick up crayon." If child does not pick up his crayon, offer it to him. Do not comment on his grasp at this time.

2.80.1.2 When child has crayon in his grasp move the paper toward him and encourage him to mark on his paper, cue, "Mark on paper." Make marks on your paper and draw child's attention to this. Show enthusiasm for the marks you have made.

2.80.1.3 When child attempts to make marks on his paper his paper may slip. If he is not able to steady it, hold one corner of the paper as he marks on it. If necessary, guide his hand in making marks. Reinforce with praise.

PROFILE NUMBER 2.80 CONTINUED

2.80.2 Child will pick up crayon and hold it with thumb on the left side and his fingers on the right.

- 2.80.2.1 Sit at table with child and place paper and crayon on table as in previous strategy, cue, "Pick up your crayon." If he does not place his fingers and thumb in a manner to meet the objective, have him place his hand on the table with his fingers curved. Place the crayon in his hand so that the thumb and fingers are placed in acceptable position.

- 2.80.2.2 Move paper toward child and encourage him to mark on his paper, cue, "Mark on paper." Reinforce by making comments regarding his pretty marks.

- 2.80.2.3 Continue giving child opportunities to use crayon. Give assistance in positioning the crayon until child is consistently using the fingers in holding his crayon. Reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.81

PROFILE ITEM:

Puts small object in bottle.

BEHAVIORAL DEFINITION:

Child will put a small object in a bottle, on verbal cue.

CUE/S:

"Pick up" "Put in"

MEASUREMENT CRITERIA:

Able to put a small object in a bottle on verbal cue.

MATERIALS NEEDED:

Bottle, small object (raisin, small button, cereal).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Prior to introducing this activity the child will have been presented a bottle with a small object in it. He will have developed the skill of removing the object from the bottle by shaking it until the object drops out.

2.81.1 Child will pick up small object and put it in a bottle, with assistance.

2.81.1.1 Sit on floor or at table with child. Have small object, such as button on the table. Take a button between your fingers and tell child you are going to put the button in the bottle. As you pick up the button say, "Pick up." Move your hand holding the button to the mouth of the bottle. As you drop the object in the bottle say, "Put in."

2.81.1.2 Direct child to put a button in the bottle. Indicate the button, cue, "Pick up." When child has picked up the button between his thumb and index finger, point at the bottle, cue, "Put in." If child experiences difficulty, steady the bottle and guide his fingers until they are directly over the mouth of the bottle, cue, "Put in." Reinforce with praise. Let child examine the bottle and object. Encourage him to turn the bottle upside down and dump the object out. Reinforce.

2.81.2 Child will pick up small object and put it in bottle (on verbal cue).

2.81.2.1 Have child seated at table. Put a small button on the table to the left of the child. Put the bottle on the child's right (Reverse for left handed child). Indicate the button, cue, "Pick up." When child has the button between his fingers, point to the bottle, cue, "Put in." Reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.82

PROFILE ITEM:

Alternates feet going upstairs.

BEHAVIORAL DEFINITION:

Child will alternate feet going upstairs.

CUE/S"

"Hold on" "Step here"

MEASUREMENT CRITERIA:

Able to walk upstairs, alternating feet.

MATERIALS NEEDED:

Stairs (practice stairs, if available).

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Do not attempt teaching a child to alternate feet on the stairs until he has had much opportunity to practice walking on stairs, putting both feet on one step at a time. He needs a secure sense of balance and a feeling of confidence before this skill is introduced.

2.82.1 Child will alternate feet going upstairs (with help).

2.82.1.1 If practice stairs are not available, use regular stairs with enclosed risers and side rail. Stand with child at bottom of the stairs, facing up. Take his hand in yours. Explain that you are going to walk upstairs. Indicate the side rail and cue, "Hold on." Step up with one foot as child does. Child will likely bring the other foot to the same step. Show him where your other foot is. Tell him to put his foot on that step with yours. If he does not move it up, take his foot in your hand and place it on the next step, cue, "Step here."

2.82.1.2 Position child on the first step, his hand on the hand rail. Stand on the second step directly in front of child. Tell child you are going to play "Follow the Leader" and he is to move each of his feet just like you do. Determine child's lead foot and lead off with it. Watch child's feet to see that he is following your stepping pattern. You may repeat the cue, "Step here" in a rhythmic tone as you place each foot. Reinforce with praise.

PROFILE NUMBER 2.82 CONTINUED

2.82.1.3 Walk upstairs beside child, pacing your steps to his. Do not give any other assistance, other than verbal cue. Continue practice sessions until speed is acquired and good balance is obvious.

NOTE: It is important that child understand that a certain amount of caution is necessary in walking up or down stairs. However, if adult working with child has shown child how, and arranged for him to have much practice, interference should be kept at a minimum. If he is frequently stopped and warned, his fears may become greater, and he may stop trying.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.83

PROFILE ITEM:

Jumps from bottom stair (8-12 inches).

BEHAVIORAL DEFINITION:

Child will, while standing with both feet on bottom stairs, jump from a height of 8 - 12 inches.

CUE/S:

"Jump."

MEASUREMENT CRITERIA:

Able to jump from bottom step, on cue.

MATERIALS NEEDED:

Stairs.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Prior to introducing activities involving jumping from elevations child should have experienced jumping with both feet off the floor, jumping up and down with someone holding his hands, etc..

2.83.1 Child will jump from an elevation of 3 - 6 inches.

2.83.1.1 Have child stand on an object only a few inches off floor, i.e., the bathroom scale, a sturdy box, footstool, etc.. Take both his hands in yours, cue, "Jump." If he hesitates or seems frightened to jump, even when you are holding both his hands, put both your hands at his waist. Place his body so that it is slightly bent at the waist and his knees are bent in a crouching position. Repeat the cue, "Jump" as you pattern him in a jumping movement. Reinforce with praise.

2.83.1.2 Continue holding both of child's hands in yours and cue, "Jump." Help him position his body. When child shows he is enjoying the activity and begins initiating the jumping action on his own, reduce assistance. Hold both your arms out toward him and tell him you will catch him, cue, "Jump." Reinforce with smiles and praise.

PROFILE NUMBER 2.83 CONTINUED

2.83.2.3 When child is standing on bottom stair, stand in front of him and hold out your arms. Do not touch him, but assure him you will catch him, cue, "Jump." Reinforce with hug as you catch him. Praise him for his good jump.

2.83.2.4 When child is standing on bottom stair, cue, "Jump." Until child has complete confidence in himself stand in front of him and assure him you will catch him. Reinforce with praise. Call other family members and friends attention to his jumping.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.84

PROFILE ITEM:

Rides tricycle using pedals.

BEHAVIORAL DEFINITION:

Child will ride a tricycle of suitable size, using the pedals.

CUE/S:

"Steer", "Pedal", "Ride your tricycle."

MEASUREMENT CRITERIA:

Able to pedal a tricycle to propel himself in a level area, free of obstructions.

MATERIALS NEEDED:

Tricycle.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.84.1 Child can sit on tricycle and while receiving assistance, make effort to steer.

2.84.1.1 Use tricycle of proper size, making sure that it is proportioned adequately for length of child's arms and legs. When child is seated on tricycle tell him to put his hands on the handlebars. If necessary, position his hands on the handle bar grips. Tell him this is how he steers his tricycle.

2.84.1.2 At this point encourage child to propel tricycle by pushing with his feet on the floor. You may need to occasionally put your hands over his to assist in the steering. As you do this, cue, "Steer." Turn the handle bars so that he associates the steering movement with the need to manipulate the handle bars.

2.84.1.3 From a position behind the child on the tricycle, bend over child. Take handlebars in your hands near childs hands and push child on tricycle. Occasionally remove your hands from the bars and let child determine direction. Reinforce.

PROFILE NUMBER 2.84 CONTINUED

2.84.2 Child will put his feet on the pedals and attempt, with minimum assistance, to maneuver tricycle under his own power.

2.84.2.1 Have child seated on tricycle. Tell him to put his hands on the handlebars and his feet on the pedals. If necessary, place child's feet on the pedals and push his feet down with your hands, showing him that this action makes the tricycle move. If child's feet do not easily reach the pedals, build up the pedals with blocks of wood. A stirrup arrangement may also be placed on the pedals to hold the child's feet in place while he is pushed along on the tricycle.

2.84.2.2 Encourage child to push down with his feet to make the tricycle go, cue, "Pedal." Indicate the pedaling motion by pushing down on his feet while they are on the pedals. Reinforce with praise or treat when he is able to make the tricycle move by manipulating the pedals. Tell him he is riding his tricycle.

2.84.2.3 If child has difficulty coordinating steering and pedaling efforts continue giving assistance and reinforce him immediately with praise for even small successes.

2.84.3 Child will ride tricycle, using pedals.

2.84.3.1 Clear large area of obstructions and stand six to eight feet away from child. Tell him to ride his tricycle over to you. Repat cue, "Ride your tricycle." Reinforce immediately with treat. Move to another location and repeat cue.

2.84.3.2 Increase the distance you stand away from child until he is able to pedal fifteen to twenty feet. Reinforce with praise, and allow child independent play with tricycle.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.85

PROFILE ITEM:

Walks tiptoe ten feet.

BEHAVIORAL DEFINITION:

Child will walk tiptoe ten feet, maintaining balance.

CUE/S:

"Watch me" "Stand tiptoe" "Walk tiptoe"

MEASUREMENT CRITERIA:

Able to maintain balance while walking tiptoe a distance of ten feet.

MATERIALS NEEDED:

Balance bar or chair for beginning support.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.85.1 Child will stand on tiptoes with assistance.

2.85.1.1 Cue, "Watch me." Tell child you are going to stand on your tiptoes. Raise up on the ball of your feet with your heels lifted from the floor. Comment that you are way up high on your toes.

2.85.1.2 Place child near a balance bar, chair, or other object of suitable height for support. Position both his hands on the object and cue, "Stand tiptoe." Demonstrate. If he does not respond by getting up on his toes, take your hands and move his heels up off the floor. Support them briefly. Reinforce with praise.

2.85.1.3 Show child how he can get up higher on his toes by holding on to the object and pulling up with his arms. Reinforce even brief interval of standing on his tiptoes.

2.85.1.4 While child is using supporting object make a rhythm of "Tiptoes," "Down." Demonstrate. Gradually increase the span of time between the two words so that child is standing somewhat longer on his toes. Reinforce with praise or a treat.

2.85.1.5 Remove object child is using for support and take hold of his hands, face him. As you say, "Tiptoes" get up on your toes with child. Give a gentle pull up on his arms to indicate the upward movement. Pace a rhythm of up - down that is geared to the child's ability to stand on his tiptoes.

PROFILE NUMBER 2.85 CONTINUED

2.85.2 Child will stand on tiptoes upon demonstration.

2.85.2.1 Stand on your tiptoes facing the child. Get up on your toes as you cue, "Stand tiptoe." Ask him to see how high he can reach when he is standing tiptoe. Reinforce his success, no matter how briefly.

2.85.2.2 Play a "Follow the Leader" type game. While he watches you, get up on your toes. Cue, "Stand tiptoe." Tell him to watch you and do what you do. Continue demonstrating the behavior and reinforce his success.

2.85.3 Child will stand on tiptoes on verbal cue.

2.85.3.1 When child consistently responds to standing on his tiptoes following demonstration, transfer to verbal cue only. Play "Simon Says" using the directions, "Simon says stand tiptoe," "Simon says Down." Enjoy this game with child. Reinforce him with praise.

2.85.3.2 Place objects that hold interest for child in strategic spots, where he can see them but which will require his standing on tiptoe to reach them. Consideration must be given for the positioning of these objects. Suggested locations are cupboard tops, sturdy tables, etc. which child cannot tip over in his effort to reach them.

2.85.4 Child will walk tiptoe ten feet.

2.85.4.1 When child is able to stand on tiptoe quite proficiently encourage him to try walking on his tiptoes. Demonstrate. Cue, "Walk tiptoe", take hold of his hand and walk tiptoe with him. Reinforce with praise.

2.85.4.2 Show child how quietly you can walk when you walk on your tiptoes. Make a game of walking tiptoe by saying, "Shh" as you walk.

2.85.4.3 Encourage child to increase the distance he can walk tiptoe by having him walk on tiptoes to certain objects in the room or by walking on tiptoe from one room to another. Reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.86

PROFILE ITEM:

Uses scissors.

BEHAVIORAL DEFINITION:

Child will hold scissors in adequate manner to cut random strips of paper disregarding outlines.

CUE/S:

"Thumb here" "Fingers here" "Open the scissors" "Cut"

MEASUREMENT CRITERIA:

Able to cut random strips of paper with scissors.

MATERIALS NEEDED:

Scissors, Paper. Two handed scissors may be purchased for beginning teaching of scissor manipulation.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.86.1 Child will hold scissors in adequate manner to open and close them on demonstration.

2.86.1.1 Use small student size scissors. Model cutting behavior. Show child how you place your fingers. Verbalize instructions as you place your fingers, show him where the thumb goes first. Place the other fingers and demonstrate opening and closing the scissors.

2.86.1.2 Let child take scissors in his own hand. Place his fingers in the proper position. As you position his fingers cue, "Thumb here", "Fingers here." With the scissors in his hand cue, "Open the scissors." Reinforce with praise.

2.86.1.3 Encourage child to open and close the scissors. Do not be concerned about the exact placement of fingers. Let him get the feel of opening and closing the scissors. Do not continually remove the scissors from his hand to reposition his fingers.

PROFILE NUMBER 2.86 CONTINUED

2.86.2 Child will hold scissors adequately to open and close, cutting paper when paper is held for him.

2.86.2.1 Demonstrate cutting paper with the scissors. This will be more a snipping activity at this stage.

2.86.2.2 Give child the scissors and after he has positioned them to his satisfaction and in a manner adequate to cut, cue, "Cut the paper." Hold the paper for him, when he has opened the scissors, push the paper into the open blades. Repeat cue, "Cut." Reinforce with praise. Continue pushing paper toward his scissors.

2.86.2.3 Gradually reduce your push on the paper allowing child more freedom in guiding scissors into paper. Reinforce with praise for any snip or scrap cut off.

2.86.3 Child will cut with scissors, holding the paper himself.

2.86.3.1 Give child scissors. After he has positioned them, give him a paper and cue, "Cut the paper." Encourage him to cut the paper in strips. Reinforce with praise.

NOTE: Manipulation of scissors should be mastered before child is asked to use scissors in some creative endeavor. Do not teach the manipulation of scissors during an art session. Child should be required to cue with scissors for a creative project only when he can direct his attention to the project rather than to the process of cutting.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.87

PROFILE ITEM:

Traces a square.

BEHAVIORAL DEFINITION:

Child will trace a square on verbal cue.

CUE/S:

"Trace the square" "Make a square"

MEASUREMENT CRITERIA:

Acceptable tracing of square. Observes starting point.

MATERIALS NEEDED:

Pencil, paper, crayon, pan of sand, templates.
Optional: chalk and chalkboard

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.87.1 Child will trace around square with his finger.

2.87.1.1 Have child seated or standing at sandbox, or play table. (If play table is used, give child a pan of slightly dampened sand) Impress drawing of a square in the dampened sand. Draw child's attention to the square verbally and by tracing the lines of the square with your finger. Cue "Trace the square".

2.87.1.2 Take child's hand in yours with his forefinger extended and guide his finger around lines of the square. Cue "Trace the square".

2.87.1.3 Use only the verbal cue "Trace the square" and encourage child to independently trace lines of square with his finger. Reinforce with praise.

2.87.1.4 For variety, give child opportunity to trace with his finger, figures of squares of various materials such as sandpaper, velvet, sponge, etc.. Name the geometric figure as he traces it.

2.87.2 Child will form a square using a variety of materials.

2.87.2.1 Have a 4-inch square drawn on a piece of cardboard. Take 4 strips of yarn, each 4-inches in length, and place them on the lines of the square. After demonstrating, give child the drawing of the square and the yarn, and ask him to use the yarn to make a square. For variety, use string, strips of paper, and rolled strips of clay to form squares.

2.87.3 Child will trace drawing of a square using a template.

2.87.3.1 Sit beside child at desk or table. (Chalkboard is also suitable) Place a sheet of unlined paper, a pencil and template in front of child. Provide similar materials for yourself. Demonstrate by placing template on your paper and tracing the square. Remove template and show child the resulting square drawing on your paper. Place template on child's paper and give him the pencil. Cue "You trace the square". Reinforce with praise. Let him trace the square using various colors. Display his paper, reinforcing with comments of praise.

2.87.4 Child will trace drawing of a square using a crayon.

2.87.4.1 Sit beside child at desk or play table. Place a drawing of a square in front of him and have one for yourself. Take your finger and trace the lines of the square, drawing child's attention to your activity. Cue "Trace the square" as you do so. Ask child to trace the square with his finger. Reinforce.

2.87.4.2 Take a crayon and demonstrate tracing the square. Give child a crayon and a drawing of a square and cue "Trace the square". Let child use several different colors in tracing the same square. Reinforce with praise. Vary materials, letting child use magic markers, colored pencils, chalk, etc., to trace the square.

Note: A tracing book may be made for your child in which he can keep dated copies of all his traced patterns. Such a tablet may be made using dull-finish tracing paper and stapling it together. Use tagboard pattern cards and anchor them firmly to the page while tracing is being done.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.88

PROFILE ITEM:

Copies drawing of circle.

BEHAVIORAL DEFINITION:

Child will copy drawing of a circle with no other assistance than the visual pattern and verbal direction.

CUE/S:

"Trace the circle"
"Draw a circle"

MEASUREMENT CRITERIA:

Acceptable drawing of circle from copy.

MATERIALS NEEDED:

Pencil, paper, crayon. Pan of sand, Templates.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.88.1 Child will trace drawing of a circle with his finger.

2.88.1.1 Have child seated or standing at sandbox or play table. (If play table is used, give child a pan of slightly dampened sand) Impress drawing of a circle in the dampened sand. Demonstrate tracing the circle with your finger. Cue "Trace the circle".

2.88.1.2 Take child's hand in yours with his forefinger extended, and guide his finger around the circle. Cue "Trace the circle".

2.88.1.3 Using only the verbal cue "Trace the circle" encourage child to independently trace around the circle with his finger. Reinforce with praise.

2.88.1.4 For variety, give child opportunity to trace with his finger around circles of sandpaper, yarn and velvet as well as metal or cardboard templates. Give child clay, yarn, string, etc., and show him how to form circles using these materials.

2.88.2 Child will trace drawing of a circle using a crayon.

2.88.2.1 Seat child at desk or table and sit near him. Place a drawing of a circle in front of him and have one for yourself. Cue "Trace the circle" as you do so. Ask child to "Trace the circle". Reinforce.

2.88.2.2 Take a crayon and demonstrate tracing around the circle. Cue "Trace the circle". Give child a crayon and cue "Trace the circle". Guide his hand, if necessary. Use several different colors in tracing the same circle. Reinforce with praise.

2.88.3 Child will trace drawing of a circle using a template.

2.88.3.1 Seat child at desk or table and sit near him. Place a sheet of unlined paper, a pencil, and template in front of child and provide similar materials for yourself. (Chalk and chalkboard may be used if available). Demonstrate activity by placing template on your paper and tracing around circle. Remove template and show child your drawing of circle. Place template on child's paper and give him a pencil. Cue "You trace the circle". Reinforce with praise. Let him trace circles using various colors and display his paper reinforcing with comments, praise.

2.88.4 Child will copy drawing of circle on verbal cue.

2.88.4.1 Give child a sheet of paper on which you have made dots forming a circle. Have child connect the dots to make circles. Cue "Draw a circle". Reinforce.

2.88.4.2 Give child a sheet of paper upon which you have made circles at intervals on the page. Indicate your circles and explain he is to make his circles look like them. Cue "Draw a circle". Reinforce with praise.

2.88.4.3 Place drawing of a circle where child can easily observe it. Give him a plain sheet of paper and cue "Draw a circle". Vary materials used, letting child use magic markers, crayons, colored pencils and chalk. Reinforce with praise.

2.88.4.4 Give child unlined paper on which you have drawn a circle and ask him to draw a circle. Cue "Draw a circle". Vary materials used letting child use magic markers, crayons, colored pencils and chalk. Reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.89

PROFILE ITEM:

Copies drawing of a cross.

BEHAVIORAL DEFINITION:

Child will copy drawing of a cross, with no other assistance than the visual pattern and verbal direction.

CUE/S:

"Trace the cross"
"Draw a cross"

MEASUREMENT CRITERIA:

Acceptable drawing of cross from copy.

MATERIALS NEEDED:

Pencil, paper,crayon
Pan of sand - Templates
Optional: chalk and chalkboard

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.89.1 Child will trace drawing of a cross with his finger.

2.89.1.1 Have child seated or standing at sandbox or playtable. (If playtable is used, give child a pan of slightly dampened sand.) Impress drawing of a cross in the dampened sand. Draw child's attention to the cross, verbally, by tracing the lines of the cross with your finger. Cue "Trace the cross".

2.89.1.2 Take child's hand in yours, with his forefinger extended and guide his finger along the lines of the cross. Draw a horizontal line from left to right. Cross it with a vertical line of the same length. Cue "Trace the cross".

2.89.1.3 Use only the verbal cue "Trace the cross" and encourage child to independently trace lines of cross with his finger. Reinforce with praise.

2.89.1.4 For variety, give child opportunity to trace with his finger, figures of crosses of various materials, such as sandpaper, velvet, sponge, etc..

2.89.1.5 Give child 2 pieces of yarn, string, strips of paper, or roll pieces of clay into strings and show him how to form crosses using these materials.

2.89.2 Child will trace drawing of a cross, using a crayon.

2.89.2.1 Have child seated at desk or table and sit beside him. Place a drawing of a cross in front of him and have one for yourself. Take your finger and trace the lines of the cross, drawing child's attention to your activity. Cue "Trace the cross" as you do so. Ask child to "Trace the cross" with his finger. Reinforce.

2.89.2.2 Take a crayon and demonstrate tracing the cross, drawing child's attention. Give child a crayon and cue "Trace the cross". Use several different colors in tracing the same cross. Reinforce with praise.

2.89.3 Child will trace a drawing of a cross using a template.

2.89.3.1 Sit beside child at desk or table. Place a sheet of unlined paper, a pencil and template in front of child and provide similar materials for yourself. (Chalk and chalkboard may be used if available.) Demonstrate activity by placing template on your paper and tracing the cross. Remove template and show child your drawing of cross. Place template on child's paper and give him the pencil. Cue "You trace the cross". Reinforce with praise. Let him trace the cross using various colors and display his paper, reinforcing him with comments of praise.

2.89.4 Child will copy drawing of a cross on verbal cue.

2.89.4.1 After you and your child have traced crosses, using the template, remove the template and demonstrate drawing a cross from copy. Draw child's attention to your activity by comments and refer to the activity as drawing a cross.

2.89.4.2 Remove child's template and leave him his paper with crosses drawn on it. Cue with "You draw a cross". Indicate the crosses he has on his paper and explain he is to make his cross look like them. Reinforce with praise. If child has difficulty drawing the cross from copy, give him a sheet of paper on which you have made outlines of the cross, using dots. Have child connect the dots.

2.89.4.3 Give child unlined paper on which you have drawn a cross and ask him to draw a cross like it. Cue "Draw a cross". Vary materials, letting child use magic markers, crayons, colored pencils and chalk.

Note: In all exercises involved in making a cross, begin with the horizontal line going from left to right. Cross it with vertical line of the same length.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.90

PROFILE ITEM:

Stacks rings on pegs, in order.

BEHAVIORAL DEFINITION:

Child will stack rings on peg, in order of graduated sizes.

CUE/S:

"Off" "On" "Fit"

MEASUREMENT CRITERIA:

Able to stack rings on peg in order.

MATERIALS NEEDED:

Ring toy (use toy having peg which is larger at the bottom so rings will not fit properly if incorrect size is selected.)

BEHAVIORAL OBJECTIVES:

2.90.1 Child will stack rings on peg in order (with maximum assistance).

2.90.1.1 Set on floor or at play table with child. Put the assembled ring toy between you and ask child to remove rings. Cue "Off". If necessary, demonstrate, using cue "Off" as you remove a ring. Reinforce the child as he removes each ring by praising him.

2.90.1.2 With disassembled toy in front of you, explain that you are going to put the rings on the peg. First assemble the toy in graduated ring size. Draw child's attention to the fact that the first ring is down at the bottom of the base. Cue "On" and continue repeating cue as you put on each ring. With toy assembled comment that all the rings are on.

2.90.1.3 Partially assemble ring toy. Leave child only 2 rings.to choose from in completing assembly. Place ring and peg in front of child and ask him to put the ring "On" the peg. Cue "On".

2.90.1.4 If child chooses incorrect ring size, the ring will not fit down properly. Draw child's attention to this by commenting that the ring does not fit. Emphasize "Fit" and encourage him to remove that ring and try another one. If child does not remove the ring or seems confused, assist him by removing that ring, and handing him the one of correct size. Encourage him to try that one and see if it "fits". Cue "Fit". Reinforce him with praise and smiles when he places the ring over the peg and it is in proper order.

2.90.2 Child will stack rings on peg in order (with minimum assistance)

2.90.2.1 Partially assemble ring toy, drawing child's attention to your actions. Leave child only 3 rings to choose from in completing the assembly. Place toy and rings in front of child. Cue "On". As child places ring on peg ask him if it "Fits". Cue "Fit?". If it does, reinforce the child's success with smiles and praise If it does not, encourage him to try another one. Keep the activity fun and game-like. Do not comment that he has selected the "wrong" one or has made a mistake.

2.90.2.2 Place disassembled toy between you and child and model by placing on a ring. Cue "On" and have child alternate with you in placing rings on the peg. Reinforce successes with praise, and enthusiasm. If he selects the incorrect size, question with the cue "Fit?", and encourage him to try another one.

2.90.2.3 When toy is correctly assembled, draw child's attention to the fact that all the rings fit. Examine the boy visually and tactually. Give toy to child to examine.

2.90.3 Child will stack rings on peg in order, independent of assistance.

2.90.3.1 Seat yourself with child on floor, or at play table. Place peg and rings (disassembled) in front of child. Draw his attention to the toy and hand him a ring. Cue "On". Continue cue with each ring he places on peg, and reinforce success with praise and enthusiastic comments. As he gains experience, choice of an incorrectly sized ring will become self-correcting.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.91

PROFILE ITEM:

Builds bridge from blocks with model.

BEHAVIORAL DEFINITION:

Child will build a bridge from model, using 3 blocks.

CUE/S:

"Look" "Watch me" "Stack" "On top" "Build a bridge"

MEASUREMENT CRITERIA:

Able to build a 3-block bridge.

MATERIALS NEEDED:

1-1/2 - 2 inch wooden blocks

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.91.1 Child will attend to trainer's manipulation of blocks.

2.91.1.1 Seat yourself on floor with child. Draw his attention to the blocks by such comments as "Look" - "Watch me".

2.91.1.2 Engage child in stacking block play with which he is already familiar. Cue "Stack" as you place one block on another. Build a stack of 5 blocks. Show pleasure with your stack. Disassemble and place the 5 blocks in front of the child. Cue "You stack". Reinforce with smiles and praise.

2.91.2 Child will build a bridge from blocks with model (with assistance)

2.91.2.1 When child has successfully stacked the blocks several times, take 3 of the blocks and remove the others. Draw child's attention to your modeling by "Look" and "Watch me".

2.91.2.2 Tell child you are going to build a bridge. Take a block in one hand and put it down on the floor. Cue "Put it down". Take other block and place it beside first one with one inch space between. Cue "Put it down". Take third block and place it on top of other two. Cue "On top". Refer to the finished project as a bridge. Push a small object between the blocks simulating a car going through the bridge. This will emphasize the fact that there is space between the 2 blocks.

2.91.2.3 Give child 3 blocks and ask him to help you build another bridge. Cue "Build a bridge". If he has difficulty placing the second block in relation to the first, take his hand in yours and guide it. Cue "Put it down". Do the same for the top block. Cue "On top"as you guide his hand in placing the third block. Reinforce with praise and smiles. Push an object through the tunnel formed by his bridge for further reinforcement.

2.91.3 Child will build a bridge from model. (on verbal cue)

2.91.3.1 Sit with child on floor. Have 3 blocks for each of you. Cue "Watch me". Explain you are going to build a bridge. Cue "Put it down" as you place both the first and second blocks. Cue "On top" as you place the 3rd block. Comment that you have built a bridge.

2.91.3.2 Make sure your model is in position to be easily seen by child. Indicate his blocks. Cue "You build a bridge". You may indicate positioning of his blocks by pointing or tapping spot for placement. Reduce amount of assistance given until child can build the bridge from seeing the model. Reinforce.

2.91.3.3 For variety and further reinforcement, use additional blocks and let child construct 3 or 4 bridges. Space these far enough apart that child can "drive" small cars down a road and through the bridges.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.92

PROFILE ITEM:

Traces a diamond.

BEHAVIORAL DEFINITION:

Child will traca a diamond on verbal cue.

CUE/S:

"Trace the diamond".

MEASUREMENT CRITERIA:

Acceptable tracing of diamond.

MATERIALS NEEDED:

Pan of sand, Templates, Pencil, Paper, Crayon.
Optional: Chalk and chalkboard

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.92.1 Child will trace around a diamond with his finger.

2.92.1.1 Have child seated or standing at sandbox, or playtable. If play table is used, give child a pan of slightly dampened sand. Impress drawing of a diamond in the dampened sand. Draw child's attention to the diamond verbally while tracing the lines of the diamond with your fingers. Cue "Trace the diamond".

2.92.1.2 Take the child's hand in yours with his forefinger extended and guide his finger around lines of the diamond. Cue "Trace the diamond". Reinforce.

2.92.1.3 Use only the verbal cue "Trace the diamond" and encourage child to independently trace lines of diamond with his finger. Reinforce with praise.

2.92.1.4 For variety, impress figure of diamond in a flattened portion of clay and cue "Trace the diamond". Cut figures of diamonds from various materials such as sandpaper, velvet, sponge, etc., and have child trace these with his finger. Name the geometric figure as he traces it.

2.92.1.5 Have a figure of a diamond 4-6 inches in size drawn on a piece of cardboard. Take 4 strips of yarn, each the length of the lines forming the diamond, and place them on the figure of the diamond. After demonstrating, give child the drawing and the yarn and ask him to make a diamond, using the yarn. For variety, use string, strips of paper or rolled strips of clay to form diamonds.

2.92.2 Child will trace drawing of a diamond using a template.

2.92.2.1 ,Sit beside child at deak or table. Chalkboard is also suitable. Place a sheet of unlined paper, a pencil, and template in front of child. Provide similar materials for yourself. Demonstrate by placing template on your paper and tracing the diamond. Remove template and show child the resulting diamond on your paper. Place template on child's paper and give him the pencil. Cue "You trace the diamond". Reinforce with praise. Let him trace the diamond using various colors. Display his paper reinforcing with comments of praise.

2.92.3 Child will trace drawing of a diamond using a crayon.

2.92.3.1 Sit beside child at desk or table. Place a drawing of a diamond in front of him and have one for yourself. Take your finger and trace the lines of the diamond, drawing child's attention to your activity. Cue "Trace the diamond" as you do so. Ask child to trace the diamond with his finger. Reinforce.

2.92.3.2 Take a crayon and demonstrate tracing the diamond. Give child a crayon and drawing of diamond, and cue "Trace the diamond". Let child use several different colors in tracing the same diamond. This will please as well as serve as an evaluative measure. Reinforce with praise. Vary materials, letting child use a magic marker, colored pencils, chalk, etc., to trace the diamonds.

Note: A tracing book may be made for the child in which he can keep dated copies of all his traced patterns. Such a tablet may be made using dull-finish tracing paper and stapling it together. Use tagboard pattern cards and anchor them firmly to the page while tracing is being done.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.93

PROFILE ITEM:

Prints a few capital letters (large, single - anywhere on paper).

BEHAVIORAL DEFINITION:

Child will print 3 or 4 identifiable capital letters.

CUE/S:

Name of the letter. Say the letter as you make it, or trace it.

MEASUREMENT CRITERIA:

3 or 4 printed letters (identifiable as to form). Observes starting point.

MATERIALS NEEDED:

Plastic, wood, felt A,B,C's - dampened sand, clay. Strip of yarn, string, pipe-cleaners, paper, pencil, crayons.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Provide child with plastic,wood,or felt ABC's that he can handle. Identify the letters, by name, as the child plays with them.
After child has had experience tracing around the various geometric figures he is likely to express an interest in making some letters. This is particularly true if he has been watching some of the TV programs in which learning letters is emphasized.
Select a letter made of straight lines (A, E, F, H, I, L, T.)

2.93.1 Child will trace around selected capital letters with his fingers.

2.93.1.1 Have child seated or standing at sandbox or play table. If play table is used, give child a pan of slightly dampened sand. Impress drawing of selected capital letter in the dampened sand. Say the letter as you make it. Cue "You trace the A".

2.93.1.2 Take child's hand in yours with his forefinger extended and guide his finger on following the lines of the letter. (Observe the starting points in tracing or copying letters). Cue "Trace the A"

2.93.1.3 Use only verbal cue "Trace the A" and encourage child to trace the letter with his finger independent of assistance. If child does not begin at correct starting point, poke a hole in the sand to make the beginning. Reinforce him with praise.

2.93.1.4 For variety, give child opportunity to do finger tracing on a flattened piece of clay in which you have impressed the letter. Draw the letter in clay with a stylus, and let child use the stylus in tracing. Cue "Trace the A". Reinforce.

2.93.1.5 Make letters of various materials (sandpaper, velvet, sponges, etc.) Cue "Trace the A with your finger."

PROFILE NUMBER 2.93 CONTINUED

2.93.2 Child will make letters using strips of clay, yarn, string, craft sticks, pipe cleaners.

2.93.2.1 Have available tagboard cards which have letter patterns of 4 inch size. Tell child you are going to use the clay to make the letter. Take the rolled strips of clay and place them directly on the pattern. After demonstration, have child imitate. Reinforce.

2.93.2.2 Help child make the letter using one of the three dimensional aids (clay, pipe cleaners, yarn, string - cut to size) without the aid of the pattern. Reinforce with praise.

2.93.3 Child will trace around selected capital letter using a crayon.

2.93.3.1 Give child a shadow lined sheet of paper on which you have printed a letter. Use pencil or fine line pen which will make clear lines but will not be so heavy as to obliterate the child's attempts at tracing. Provide yourself with a like pattern. Take your finger and trace the lines of the letter. Cue "Trace the A" as you do so. Ask child to "Trace the A" with his finger. Reinforce.

2.93.3.2 Take a crayon and demonstrate tracing the A on your pattern. Give child a crayon and cue "You trace your A". Reinforce with praise. Let child use a variety of colors in tracing.

2.93.3.3 Give child additional patterns of the letter and let him trace with magic markers, colored pencils, or chalk. Reinforce with praise and by displaying his work where it can be noticed by himself and others.

2.93.4 Child will print a few capital letters from copy.

2.93.4.1 Give child a lines sheet of kindergarten paper on which you have made outlines of the letters, using dots. Have child connect the dots using a crayon, pencil, etc..

2.93.4.2 Give child a lined paper (kindergarten type) upon which you have made a letter. Repeat the model at three or four line intervals and have child make his letter under yours. Use marker which will make clear, dark lines. Give child a crayon or pencil. Cue "You make an A like this one." You may use dots to indicate starting point and direction of lines. Reinforce with praise.

PROFILE NUMBER 2.93 CONTINUED (3)

2.93.5 Child will print a few capital letters, large, single, anywhere on paper.

2.93.5.1 After child has had experience tracing and making 3 or 4 capital letters from copy. Give him a shadow lined sheet of paper and pencil. Cue "You make an A" Reinforce with praise. If child makes a letter, but identifies it incorrectly, praise the results, naming the letter correctly in your praise.

2.93.5.2 Let child select from a variety of writing instruments (Magic markers, colored pencils, chalk, pens, paints, etc.) in making letters on paper. Reinforce with praise and by displaying his work.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.94

PROFILE ITEM:

Builds simple toy.

BEHAVIORAL DEFINITION:

Child will build a simple toy upon demonstration.

CUE/S:

"Put here" "Stick here" "Make a lollypop" "Make a stoplight"
"Make a wagon"

MEASUREMENT CRITERIA:

Able to build a simple toy on demonstration.

MATERIALS NEEDED:

Tinker Toys.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Parent or person familiar with the Tinker Toys must participate in this activity when it is first introduced. Simply giving a child a box of pieces can be frustrating if he is not guided.

2.94.1 Child will construct simple Tinker Toy structures on demonstration and with assistance.

2.94.1.1 Seat child on floor and sit beside him. Put six or seven of the Tinker Toy wheels and eight to ten of the sticks of various lengths on the floor between you. Demonstrate fitting a stick into one of the side holes of the wheels. Refer to this as a lollypop, or sucker. Encourage child to imitate, cue, "Put here" or "Stick here." If he needs help, take his hands in yours and help him fit the stick in the wheel, cue, "Make a lollypop." Reinforce with praise. Make a whole row of lollypops. This same structure may be used as a "Magic wand", "A microphone", etc.. Reinforce by playing games of make believe with child using these objects.

2.94.1.2 When child is able to fit stick in the side hole of wheel on cue, use this structure and demonstrate fitting the stick in the center half of another wheel. Tell him this is a stoplight. Show him how it stands up, cue, "Make a stoplight." Give him assistance in fitting stick in wheel if necessary. Reinforce with praise. Make four or five stoplights and space them as though they were along a road. Play with child with his small cars, driving them down the road and stopping at the lights he has constructed.

PROFILE NUMBER 2.94 CONTINUED

2.94.2 Child will build a simple wagon, using Tinker Toy parts (on demonstration).

2.94.2.1 Sit on floor with child and put out only the Tinker Toy parts that are needed to make the wagon, i.e., five wheels (one with large center hole) and five of the five inch sticks. Tell child you and he are going to make a wagon. Indicate you will need his help.

2.94.2.2 Demonstrate putting a stick in the center hole of one wheel. Give child wheel and stick and cue, "Put stick in here." Guide him in assembling the remaining two sticks in the center hole of each wheel. Reinforce with praise.

2.94.2.3 Give child the last stick and taking the wheel with the large center hole, indicate one of the side holes and cue, "Put stick in here" (this will be the wagons tongue). With the five wheels, each fitted in a stick lying on the floor, start fitting them together, cue, "Put stick in here." Assemble three sides of the wagon and place the tongue so it will slide back and forth on the fourth stick. Fit this stick into the three sided structure, forming a simple wagon. Tell child you and he have built a wagon. Pull the wagon by the tongue, and encourage the child to manipulate it. Reinforce with enthusiasm and praise for his help in building the wagon.

2.94.2.4 Leave your model for the child to observe as he attempts to construct the toy himself, cue, "Make a wagon." Althouth this is a simple structure, child may need assistance in certain stages of construction. Give him encouragement and help. Reinforce him with praise as he completes each step.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.95

PROFILE ITEM:

Draws head of person and one other part.

BEHAVIORAL DEFINITION:

Child will, upon request, draw a person, producing (identifiably) the head and one other part.

CUE/S:

"Draw something" "Make something" "Draw a man" "Watch me"

MEASUREMENT CRITERIA:

Able to draw head of person and one other part.

MATERIALS NEEDED:

Paper, pencil or crayon, chalkboard may be used.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.95.1 Child will enter into the activity of spontaneous drawing when invited to do so.

2.95.1.1 Have child seated at table or desk. Sit near him. Place a sheet of paper, 8½ x 11 inches in front of him on the table. Put a crayon or pencil in the center of the paper with the point of the pencil directed away from the child. If he does not pick up the crayon, offer it to him, cue, "Draw something." Do not at this time direct or suggest an object.

2.95.1.2 Encourage child verbally by telling him he can draw anything he likes. When the child has finished, show interest in his drawing and ask him to tell you about it. If he does not identify it as any particular object, reinforce by favorable comments about his drawing. You will likewise reinforce with your comments if he names his drawing even though you do not consider it recognizable.

2.95.1.3 If child asks for more paper so that he can show you what else he can draw, provide some for him. A child will usually be more co-operative if he is allowed to draw spontaneously before you attempt to direct his drawing.

PROFILE NUMBER 2.95 CONTINUED

2.95.2 Child will copy geometric forms.

2.95.2.1 Give child a sheet of paper 8½ x 11 inches which has been divided in half vertically by a line. On the left side of the line have the following geometric forms drawn: circle, cross, two vertical lines drawn two inches apart and two horizontal lines drawn two inches apart. Ask child to copy these forms on the right hand side of the paper. Point to the circle. Refer to it as a circle, and tell him to draw one like it. Point to the space on the paper where he is to draw his circle. Follow the same procedure for the other figures. Reinforce with praise.

2.95.3 Child will add one part to a drawing of an incomplete man.

2.95.3.1 Give child an incomplete drawing of a man and ask him what it is. Drawing should consist of head with eyes, a body and one leg. If child does not respond, tell him the drawing is a man. Tell him that the person who made the man did not finish him. Encourage him to put some other parts on the man. If he does not respond, point to the head and identify it. Point to the eyes and ask him what other parts should be included beside eyes. Point to child's head, and his eyes. Ask him what else he has beside head and eyes. You may make one specific suggestion, i.e., "The man needs a mouth. Draw his mouth." Point to the location of the mouth. Reinforce child for a mark made in the general location, and refer to it as the "Man's mouth." Urge child to make other additions to the drawing.

2.95.4 Child will draw a person from copy.

2.95.4.1 Take a sheet of paper 8½ x 11 inches for yourself and give child one. Tell child you are going to draw a man, cue, "Watch me." Take pencil or crayon and draw a circle. Refer to it as a circle. Tell him this is the man's head. Direct child to draw a circle on his paper. When he has done so, reinforce with praise, commenting that he has drawn the man's head. Add two dots on your circle and tell him you have made some eyes for the man. Encourage him to put eyes on his man's head. Reinforce with praise. Continue adding parts to your drawing identifying each part as you make it. Encourage child to add parts after observing you. Reinforce with praise and by displaying his picture. Draw his picture to the attention of other family members (naturally you must be confident they will comment favorably if you do this).

2.95.5 Child will draw a head of a person and one other part on verbal cue.

2.95.5.1 Give child a sheet of paper 8½ x 11 inches and a pencil or crayon. Ask him to draw a man. Do not demonstrate or suggest any particular part. If he draws a circle, you may comment that he has made the head, and encourage him to continue. However, do not make definite suggestions. When he indicates he has completed his drawing, ask him to tell you about it. Give credit if he identifies additional body parts though they may be disconnected or out of proportion. Reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.96

PROFILE ITEM:

Imitates spreading of hand and bringing thumb into opposition with each finger.

BEHAVIORAL DEFINITION:

Child will imitate spreading of hand and bringing thumb into opposition with each finger.

CUE/S:

"Watch me" "Do this"

MEASUREMENT CRITERIA:

Able to spread hand and bring thumb into opposition with each finger.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: This activity should not be attempted until child has been observed to determine his ability to monitor a movement and reproduce it. It is recommended that child be introduced to activities involving hand patterns first.

2.96.1 Child will respond to activities involving hand patterns.

2.96.1.1 Have child seated or standing and position yourself in front of him, facing him. Cue, "Watch me." Tell child he is to do everything just like you do. Using both hands demonstrate the following hand patterns: (These should be done very slowly in the beginning) Cue, "Do this" before each one.

a. Both hands up (face level).
Both hands down.
Both hands up (over head).
Both hands down.

b. Both hands out.
Hands crossed (at wrist).
Hands out (palms facing).
Hands in (palms touching).

c. Clap hands following this pattern:
Up-down
Front-back
Front-front-back
Up-up-down-front

Make this a pleasant activity. Reinforce child with smiles. If he misses or hesitates, repeat the pattern and wait for him. If he misses a second time, go on to the next pattern and do not refer to his mistake. Reinforce him with praise as you go along.

PROFILE NUMBER 2.96 CONTINUED

2.96.2 Child will imitate spreading of hand and bring thumb into opposition with fingers.

2.96.2.1 Demonstrate simple finger play activities and encourage child to imitate.

2.96.2.2 Cue, "Watch me." Demonstrate spreading the fingers on both hands. Cue, "Do this." Place the fingers of both hands together and flex your fingers, cue, "Do this." Reinforce with praise.

2.96.2.3 Cue, "Watch me." Demonstrate spreading your hand, cue, "Do this." Reinforce with praise. Touch your thumb and index finger together (have child use his preferred hand), cue, "Do this." Move thumb to third finger and cue, "Do this." Continue moving thumb to succeeding fingers using the words, "Do this," as cues. Do this very slowly in the beginning. If child has difficulty, help him position his fingers. Continue demonstrating and reinforce with praise. Do not introduce this activity using two hands until child can perform proficiently using one hand.

NOTE: Occasionally a child who has much difficulty with this activity will experience success when he is allowed to dip his thumb in tempera or poster paint and is encouraged to touch each finger to put paint on them.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.97

PROFILE ITEM:

Standing broad jump.

BEHAVIORAL DEFINITION:

Child will, from free standing position, broad jump a distance of 8-20 inches.

CUE/S:

"Watch me" "Jump"

MEASUREMENT CRITERIA:

Broad jump 8-20 inches....maintaining balance

MATERIALS NEEDED:

String, tape or chalk to mark lines. Construction paper for cut-outs.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.97.1 Child will show, by his response, that he understands the meaning of jump.

2.97.1.1 With you and child in a play situation, tell him you are going to jump. Cue "Watch me". With your feet together, jump several inches. Cue "Jump". Jump several more times, repeating the cue "Jump" each time. Show pleasure with the activity.

2.97.1.2 Ask child to jump with you. Take his hand in yours and jump several times. Reinforce with praise.

2.97.1.3 Make a game of the jumping by using the rhyme "Jack be nimble, Jack be quick". Change the name (Jack) to child's name. Change candlestick to different articles as pencil, block, book, etc.. Start out with smaller articles and progress to the larger ones. Continue holding child's hand and jumping with him if necessary. Reinforce.

PROFILE NUMBER 2.97 CONTINUED

2.97.2 Child will jump from free standing position a distance of 4-5 inches.

2.97.2.1 Cut out dark construction paper outline of child's feet. Have child place construction paper feet a few inches away. Cue with "Jump". Have child jump from standing position to the paper feet. Reinforce with praise and enthusiasm.

2.97.2.2 Cut from construction paper other objects (apples, houses, circles) and place them 4-5 inches apart. Cue "Jump to the house". "Jump to the apple", etc.. Articles should be large at first so that accuracy in jumping is not necessary. Move to smaller article as child's accuracy improves Reinforce with praise.

2.97.3 Child will, standing with feet together, jump from one marker to the other, 6 inches apart.

2.97.3.1 Make lines on the floor using chalk, masking tape, or string. Demonstrate by placing your toes together on the first line. Show child how to position arms bent back slightly for greater thrust. Tell child you are going to jump to the other line. Cue "Jump" as you do so. Show enthusiasm.

2.97.3.2 Position child with his toes on the first line and cue "You jump". You may take his hand in yours and jump with him several times. Reinforce.

2.97.3.3 Stand slightly behind the far line from the child and, facing him, cue "Jump". As the child jumps to you, reinforce with praise and/or a treat.

2.97.4 Child will, from free standing position, broad jump a distance of 8-20 inches.

2.97.4.1 Encourage child in jumping activities both in indoor and outdoor play area. Occasionally measure the distance he has jumped, commenting on his increased skill.

Note: Child should start with feet together, but they need not remain in this position for completed jump. Balance should be maintained at completion of task to be considered successful.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.98

PROFILE ITEM:

Running broad jump.

BEHAVIORAL DEFINITION:

Child will make a running broad jump of 20 to 30 inches, without falling.

CUE/S:

"Jump" "Run"

MEASUREMENT CRITERIA:

Able to make a broad jump of 20 to 30 inches.

MATERIALS NEEDED:

String, chalk, tape to make markers.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.98.1 Child will, standing with feet together, jump from one marker to the other -- 12 to 18 inches apart.

2.98.1.1 Make lines on the floor using chalk, masking tape or string. Demonstrate by placing your toes together on the first line. Tell child you are going to jump to the other line. Cue "Jump" as you do so. Show enthusiasm and pleasure for the jumping activity.

2.98.1.2 Position child with his toes on the first line and cue "You jump". You may take his hand in yours and jump with him several times. Reinforce with praise.

2.98.1.3 Stand slightly behind the far line from the child and, facing him, cue "Jump". As the child jumps to you, reinforce with hug, praise and/or treat.

2.98.1.4 As the child becomes more proficient at jumping, increase the distance between the lines. Reinforce with praise and by drawing child's attention to how far he has jumped.

PROFILE NUMBER 2.98 CONTINUED

2.98.2 Child will make a running broad jump of 20 inches, or more.

2.98.2.1 Tell child you are going to jump a different way this time. Instead of standing still, you are going to run and jump. Demonstrate by running 10-12 feet and jumping. Show enthusiasm.

2.98.2.2 Ask child to run and jump with you. Stand together and as you and child begin to run, cue "Run". Run 10-12 feet and cue "Jump". Reinforce with praise.

2.98.2.3 Place a marker on the floor and explain to child that you and he are going to run to the line and then jump. As you begin to run, cue "Run". When you reach the line, cue "Jump". Reinforce with praise and encouraging comments.

2.98.2.4 Encourage child to run and execute a broad jump independent of your running with him. Measure the distance he has jumped. Reinforce with praise. Tell him you will measure again next week and see how far he can jump.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.99

PROFILE ITEM:

Turns somersaults.

BEHAVIORAL DEFINITION:

Child will turn a forward somersault, without help.

CUE/S:

"Watch me" "Somersault" "Turn over"

MEASUREMENT CRITERIA:

Able to turn somersault independent of assistance.

MATERIALS NEEDED:

Optional - may use gym pad or old mattress.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.99.1 Child will attend to adults demonstration of turning a somersault.

2.99.1.1 Place a gym pad, old mattress, or piece of carpeting on floor. Get child's attention by telling him you are going to do some stunts or tricks, cue, "Watch me." First demonstrate very simple activities that you are sure child can perform. For example, bend over forward and walk on your hands and feet. Encourage child to imitate your stunt. Reinforce with praise. Remember no two individuals will do a stunt exactly the same way.

2.99.1.2 Cue, "Watch me." Demonstrate a variety of stunts such as rolling over and over in place, or taking a variety of body positions on the mat and asking the child to imitate. Give assistance in positioning his body parts, if necessary. Reinforce.

2.99.1.3 Encourage child to model a stunt and then see if you can imitate his performance. Show enthusiasm for this activity.

2.99.1.4 When child is responding readily to the activity on the mat, cue, "Watch me." Tell him you're going to turn a somersault - as you demonstrate, verbalize your actions. Stand on the mat with your feet slightly apart. Place hands as close to toes as possible (knees are bent). Tuck head between knees, push with toes and roll over once and stand up. Upon arising show by your actions that you have enjoyed this activity. Ask him if he wants to see you turn another somersault. Repeat activity several times, cue, "Somersault" each time.

2.99.1.5 If child suggests that he try a somersault, encourage him to try, and tell him you will help him.

PROFILE NUMBER 2.99 CONTINUED

2.99.2 Child will turn a somersault with help.

2.99.2.1 Help child position his feet slightly apart and his hands flat on the floor close to his toes. See that his knees are bent. Tell him to tuck his head between his knees, and push with his toes. As he attempts the roll tell him to stay tucked up tight like a ball. If he seems fearful to initiate the roll, place your outspread hand at the back of the head and neck to give him assurance. With your other hand help push him over as he pushes with his toes, cue, "Somersault" as he rolls forward. Reinforce with praise and hugs.

2.99.2.2 Encourage child to try another somersault. Continue assistance if child is confused or seems timid. As you position his hands and feet, draw his attention to their location. Reinforce him at each step.

2.99.2.3 If child completes a somersault but is not able to stand up at its completion, grasp his ankles with your hands and help him come up on his feet. This may be necessary in particular for the child who has a tendency to stretch his legs forward as he completes the roll.

2.99.3 Child will turn a somersault independent of assistance.

2.99.3.1 While child is playing on the mat or floor, cue, "Turn a somersault." Give verbal encouragement but do not physically assist. Reinforce with praise and/or treat.

2.99.3.2 When child is able to independently turn a somersault, vary the activity by encouraging him to turn successive somersaults. Reinforce.

2.99.3.3 Encourage siblings or other children to join in the activity. Have them take turns performing. As one or two are performing the others may be the audience and respond in audience fashion by clapping, giving verbal approval, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.100

PROFILE ITEM:

Throws ball overhand.

BEHAVIORAL DEFINITION:

Child will throw a ball overhand for a distance of 12 - 15 feet.

CUE/S:

"Watch me" "Throw the beanbag" "Throw overhand"

MEASUREMENT CRITERIA:

Able to throw ball overhand.

MATERIALS NEEDED:

Beanbag, ball.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Before child is expected to throw a ball overhand he should have had opportunity to experience a variety of activities. These activities should include throwing a beanbag, rolling a ball, and tossing a ball with an underhand or side motion. Since balance is important in throwing a ball, the child should be observed to determine his ability to stand on one foot, walk a straight line, hop on one foot, etc..

2.100.1 Child will throw a beanbag overhand.

2.100.1.1 Invite child to join you in playing with a beanbag. Throw a beanbag back and forth between the two of you. Fix a target approximately three to four feet away and encourage child to try to hit it, cue, "Throw the beanbag." Allow child to continue throwing underhand during this play period. Reinforce him with praise.

2.100.1.2 After you and child have enjoyed a period of play with the beanbag, tell him you are going to show him another way to throw the beanbag, cue, "Watch me." As you model the stance and arm movement of the overhand throw draw the child's attention with verbal cues, tell him this is called throwing overhand. Tell him you stand with your feet apart because it is easier to throw. Tell him you bring your hand up by your head to throw. Demonstrate and encourage child to imitate your throw, cue, "Throw overhand." Do not expect as great an accuracy as the child was able to achieve with the underhand throw. Reinforce with praise.

2.100.2 Child will throw a ball overhand.

2.100.2.1 Give child opportunity to play with a variety of balls (yarn balls, whiffle balls, tennis balls, beach balls, etc). Encourage him to roll them, throw them, and kick them.

2.100.2.2 Invite child to join you in playing with a ball. Show him all the different things you can do with the ball - roll it back and forth, kick it, and throw it. Encourage him to try these activities. After you and child have enjoyed a period of play with the ball, tell him you can throw the ball overhand like you did the beanbag. Demonstrate and encourage child to imitate, cue, "You throw overhand." Reinforce with praise. Do not expect a very great degree of accuracy at first. Child may need help in physically positioning himself for the overhand throw. Steps involved in this positioning are included at the end of the following strategy.

2.100.2.3 Give child additional opportunity to practice throwing and strive for a greater degree of directionality control by encouraging targets positioned an increasingly greater distance away (may begin at four to five feet and increase to a distance of twenty-four feet). Reinforce with enthusiasm and praise.

The overhand throw:

(Directions based on right handed person. Reverse for left)

Stand in a stride position (left foot forward).
Designate target area (if throwing to another person, area of waist or chest).
Grip the ball in one or two hands depending on its size.
Swing the arm back to the right side of the body; keep the weight on the right (back) foot.
Start the ball forward; keep it level with the ear and the elbow bent.
Straighten the arm as the ball is released.
Shift the weight to the left (forward) foot.
Step in the direction of the throw.
Point the right hand toward the target; shift the weight forward (follow through).
Get the body into the throw for greater distance.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.101

PROFILE ITEM:

Hops forward on one foot four to six hops.

BEHAVIORAL DEFINITION:

Child will hop forward on one foot four to six hops.

CUE/S:

"Watch me" "Stand on one foot" "Hop"

MEASUREMENT CRITERIA:

Able to hop forward on one foot four to six hops.

MATERIALS NEEDED:

String or stick for marker, chalk.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.101.1 Child will stand on one foot, briefly.

2.101.1.1 While child is standing, position yourself in front of him, facing him, cue, "Watch me." Stand on one foot. Tell child you are standing on one foot, cue, "You stand on one foot." Give him verbal encouragement. Tell him to pick one foot up off the floor. If he is unable to lift his foot, even briefly, take hold of his hands and cue, "Stand on one foot." Reinforce with praise when one foot is lifted, even very briefly.

2.101.1.2 Continue demonstrating standing on one foot and give cue, "You stand on one foot." Give him encouragement and gradually reduce the amount of assistance given. Reinforce with praise.

2.101.2 Child will hop one or two hops, with help.

2.101.2.1 Place a marker (string, yardstick, etc.) on floor and cue, "Watch me." Tell child you are going to hop over the marker. Stand on one foot and hop over the string. Position child before the marker and cue, "You hop." If he hesitates, or jumps over with both feet, remind him how he must stand to hop. Cue, "Stand on one foot." If he still has difficulty, stand beside him and take his hand in yours. When he is positioned, balanced on one foot, cue, "Hop." Hop with him over the line.

2.101.2.2 Continue holding child's hand and hopping with him. Encourage him to alternate feet. Make a game of hopping from one object to another. Gradually increase the amount of hops you and he are making at one time. Continue to cue with, "Hop." Reinforce with praise.

2.101.3 Child will hop forward four to six hops (unassisted).

2.101.3.1 Put a marker on the floor. Position child so that he is several hop lengths away from it. Encourage him to try to hop to the marker, cue, "Hop." Reinforce with praise. Gradually increase the distance child stands from the line until he is able to hop four to six hops before putting his foot down.

2.101.3.2 Encourage child to join in games in which hopping is a part. Show child how to play hop scotch and play with him. Show your enthusiasm for the game and reinforce child with praise.

2.101.3.3 Create other games, involving hopping, using your imagination. Pretend the sidewalk is a stream. Use chalk to draw stones and you and child pretend you are hopping on stones to cross the stream. Encourage siblings and other neighborhood children to enter into the games with you.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.102

PROFILE ITEM:

Copies square

BEHAVIORAL DEFINITION:

Child will copy drawing of a square with no other assistance than the visual pattern and verbal cue.

CUE/S:

"Make a square" "Trace the square"

MEASUREMENT CRITERIA:

Acceptable drawing of a square from copy.

MATERIALS NEEDED:

Pan of sand, clay, pencil, paper, crayons, strips of yarn, string.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.102.1 Child will trace around square with his finger.

2.102.1.1 Have child seated at sandbox or play table. (If play table is used, give child a pan of slightly dampened sand) Impress drawing of a square in the dampened sand. Draw child's attention to the square verbally and by tracing the lines of the square with your finger. Cue "Trace the square".

2.102.1.2 Take child's hand in yours with his forefinger extended and guide his finger around lines of square. Cue, "Trace the square".

2.102.1.3 Use only the verbal cue "Trace the square" and encourage child to independently trace lines of square with his finger. Reinforce with praise.

2.102.1.4 Impress drawing of a square in clay or play-dough that is rolled flat. Cue "Trace the square". Reinforce child for following lines of the square with his finger.

2.102.1.5 For variety, give child opportunity to trace, with his finger, figures of squares of various materials such as sandpaper, velvet, sponge, etc.. Refer to the figure as a square as he traces around it with his finger.

2.102.2 Child will form a square using a variety of materials.

2.102.2.1 Have 4-inch square drawn on a piece of cardboard. Take 4 strips of yarn, cut in 4-inch lengths, and place them on the lines of the square. After demonstrating, give child the drawing of the square and the yarn and ask him to use the yarn to make a square. For variety, use string, strips of paper, rolled strips of clay, or craft sticks in place of the yarn.

2.102.3 Child will trace drawing of a square using a crayon.

2.102.3.1 Sit beside child at desk or table. Place a drawing of a square in front of him and have one for yourself. Take your finger and trace the lines of the square, drawing child's attention to your activity. Cue "Trace the square" as you do so. Ask child to trace the square with his finger. Reinforce.

2.102.3.2 Take a crayon and demonstrate tracing the square. Give child a crayon and drawing of a square and cue "Trace the square". Let child use several different colors in tracing the same square. This will serve as an evaluative measure, as well as give him more practice. Reinforce with praise. Vary materials letting child use magic markers, colored pencils, chalk, etc. to trace the square.

2.102.4 Child will copy drawing of a square on verbal cue.

2.102.4.1 After you and child have traced squares, give him a piece of paper on which you have drawn a square. Cue "Draw a square". You may make 4 dots on the paper to begin with so that he need only connect the dots with lines to form a square. Reinforce with praise.

2.102.4.2 Give child a drawing of a square for him to use as copy and provide him with paper. Cue "Make a square". Vary materials letting child use magic markers, crayons, colored pencils and chalk. Reinforce with praise.

Note: Child should observe starting point in making a square. Lines should not overlap or dog-ear at the corners.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.103

PROFILE ITEM:

Ties knot.

BEHAVIORAL DEFINITION:

Child will tie a knot, independent of assistance.

CUE/S:

"Watch me" "Take string" "Pull up" "Cross" "Hold" "Put under"
"Pull tight"

MEASUREMENT CRITERIA:

Able to toe a knot, independent of assistance.

MATERIALS NEEDED:

Board, string, shoestring, or rope.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: A board may easily be constructed which will be useful in teaching knot tying. Take a board eight to twelve inches square and notch it on both sides one half of the way down. Bring a shoe string under the board in the middle. Leave about eight inches of string extending evenly on both sides. Place the string in notches on the board to hold it securely.

2.103.1 Child will tie a knot with assistance.

2.103.1.1 Place the board on the table directly in front of child. Child may sit or stand. Get child's attention by telling him you are going to tie a knot in the string, cue, "Watch me." Use the following steps and cues:

1. Take one end of the string in each hand; cue, "Take string."
2. Pull strings up straight, cue, "Pull up."
3. Cross the strings over one another at the top by holding both strings in your right hand, cue, "Cross - Hold."
4. Put one string under the other, cue, "Put under."
5. Pull tight on both strings, cue, "Pull tight."

In first attempts to teach knot tying it is not likely all these steps would be presented through completion. Child may practice only one or two of the steps for several sessions. It may be necessary to stand behind the child, bringing your arms around him and take his hands in yours. Repeat the cues on each step. Reinforcement should be immediate and accompany each step. Practice with child and give assistance when necessary.

PROFILE NUMBER 2.103 CONTINUED

2.103.2 Child will tie a knot independent of assistance.

2.103.2.1 When child has practiced tying knots while using the board and can do so independently, give him lengths of light weight rope, sturdy string, twine, yarn, etc. and give the cue, "Tie a knot." Reinforce with praise. Make the activity more interesting by encouraging him to tie the string around his books, a box, or other toys. Many children enjoy tying a rope to the back of their bicycle and attaching the other end to their wagon. When you observe the child making use of his skill in this way, reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.104

PROFILE ITEM:

Heel to toe walk (ten foot line forward).

BEHAVIORAL DEFINITION:

Child will walk ten foot line forward (heel to toe).

CUE/S:

"Walk like I am" "Walk the line" "Heel - toe"

MEASUREMENT CRITERIA:

Able to walk a ten foot line forward - "Heel-toe."

MATERIALS NEEDED:

Chalk or tape to make line on floor.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.104.1 Child will imitate various walking patterns upon demonstration.

2.104.1.1 Tell child you are going to walk in different ways and then he can try to walk just like you. The suggestions are not intended to be all inclusive and trainer is encouraged to initiate ideas of his own. While demonstrating each of the following steps, cue child, "Walk like I am." Reinforce his efforts with praise.

a. Point toes straight ahead and take small steps.
b. Point toes out and walk in imitation of the duck walk.
c. Point toes in and walk.
d. Walk backward.
e. Lift feet clear off ground in each step (prancing step).
f. Walk heel - toe.

Assist child by positioning his feet with your hands if he is not able to imitate from your demonstration. Observe child's walking behavior when he is involved in this walking activity. This will help you assess his readiness for further tasks.

2.104.2 Child will walk a line drawn on the floor (forward).

2.104.2.1 Draw or tape a line two inches wide and ten feet long on the floor. Get child's attention and tell him to watch you walk the line. Tell him he will get a turn after you. As you are walking tell him you are walking a straight line without stepping off, use your arms for balance. Encourage child to try, cue, "Walk the line." If he hestitates or shows confusion, help him put one foot on the line, cue, "Walk the line." Indicate by pointing at or tapping his other foot and tell him to step on the line with that foot. Walk along beside him and hold one hand to help him maintain balance.

NOTE: If child experiences great difficulty in walking the line, you may need to draw two parallel lines on the floor, four to six inches apart at first. Let him walk with a foot on each line.

2.104.2.2 When child is first attempting walking the single line, allow him to walk in any way in which he can succeed. Do not attempt to decrease the amount of space between foot placement until he is comfortable walking the line in a way of his own choosing. However, child should be encouraged to walk fairly slowly. Continue cue, "Walk the line." Reinforce with praise.

2.104.3 Child will walk a ten foot line, heel - toe (forward).

2.104.3.1 After child has become comfortable walking the line in a way of his own choosing, encourage him to try the heel - toe walk. Demonstrate. Repeat heel - toe as you position your feet. Help child position his feet and encourage him to use his arms for balance, cue, "Heel - toe" as child walks. Reinforce with praise.

2.104.3.2 Stand at one end of the ten foot line and when child succeeds in reaching you, reinforce with a treat. You may add interest to this activity by telling child to pretend he is in a circus and is walking a tight-wire.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.105

PROFILE ITEM:

Heel to toe walk (ten foot line backward).

BEHAVIORAL DEFINITION:

Child will walk ten foot line backward (heel to toe).

CUE/S:

"Walk like I am" "Walk backward" "Walk the line" "Heel-toe"

MEASUREMENT CRITERIA:

Able to walk ten foot line backward (heel to toe).

MATERIALS NEEDED:

Chalk or tape to make line on floor.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.105.1 Child will imitate various walking patterns upon demonstration.

2.105.1.1 Tell child you are going to walk in different ways and then he can try to walk just like you. The suggestions are not intended to be all inclusive. Home Advisor is encouraged to initiate ideas of his own. While demonstrating each of the following steps, cue child, "Walk like I am." Reinforce his efforts with praise.

a. Point toes straight ahead and take small steps.
b. Point toes out and walk in imitation of the duck walk.
c. Point toes in and walk.
d. Lift feet clear off the ground in each step.
e. Walk heel - toe.
f. Walk backward.

Assist child by positioning his feet with your hands if he is not able to imitate from your demonstration. Observe child's walking behavior when he is involved in this imitating activity. This will help you assess readiness for further tasks.

2.105.1.2 Enlarge upon the walking backward activity, cue, "Walk backward" (this should be practiced in an area relatively free from obstructions). Encourage him to walk backward to certain locations in the room. For example: "Walk backward to the door" "Walk backward to the wall." Child may show some hesitation to walk backward. If he has a tendency to take one or two steps and stop, take his hand in yours and walk backward with him. Reinforce with praise. Assure him that the area has been cleared of obstacles. He may show more confidence if he walks forward six or seven feet and then retraces the same path walking backward.

2.105.2 Child will walk a line drawn on the floor (forward).

2.105.2.1 Draw or tape a line two inches wide and ten feet long on the floor. Get child's attention and tell him to watch you walk the line. Tell him he will get a turn after you. As you are walking, tell him you are walking a straight line without stepping off. Use your arms for balance. Encourage child to try, cue, "Walk the line." If he hesitates or shows confusion, help him put one foot on the line, cue, "Walk the line." Indicate by pointing or tapping his other foot and tell him to step on the line with that foot. Walk along beside him and hold one hand to help him maintain balance.

NOTE: If child experiences great difficulty in walking the line, you may need to draw two parallel lines on the floor, four to six inches apart at first. Let him walk with a foot on each line.

2.105.2.2 When child is first attempting walking the single line, allow him to walk in any way in which he can succeed. Do not attempt to decrease the amount of space between foot placement until he is comfortable walking the line in a way of his own choosing. However, child should be encouraged to walk fairly slowly. Continue cue, "Walk the line." Reinforce with praise.

2.105.3 Child will walk a ten foot line, heel-toe (forward).

2.105.3.1 After child has become comfortable walking the line forward in a way of his own choosing encourage him to try the heel-toe walk. Demonstrate. Repeat heel-toe as you position your feet. Help child position his feet and encourage him to use his arms for balance, cue, "Heel-toe " as child walks. Reinforce with praise.

2.105.3.2 Stand at end of the ten foot line and when child succeeds in reaching you, reinforce with a treat. You may add interest to this activity by telling child to pretend he is in a circus and is walking a tight wire.

2.105.4 Child will walk a ten foot line, heel-toe (backward).

2.105.4.1 Demonstrate walking the line backward, cue child, "Walk the line, backward." When he is first attempting to walk the line backward, allow him to walk in anyway he can succeed (need not be heel-toe). Reinforce.

2.105.4.2 Take both his hands in yours and while you walk forward on the line, guide him in walking backward. Reinforce with praise.

2.105.4.3 After child has become comfortable walking the line backward in a way of his choosing, encourage him to try the heel-toe walk. Demonstrate. Repeat heel-toe as you position your feet, cue child, "Walk backward, heel-toe." Reinforce with praise.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.106

PROFILE ITEM:

Walks length of walking board.

BEHAVIORAL DEFINITION:

Child will walk length of walking board using the heel-toe walk.

CUE/S:

"Walk like I am" "Walk the line" "Heel-toe" "Walk the board"

MEASUREMENT CRITERIA:

Able to walk length of walking board - heel-toe without slipping off.

MATERIALS NEEDED:

Chair or tape tape to make line on floor, walking board.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.106.1 Child will imitate various walking patterns upon demonstration.

2.106.1.1 Tell child you are going to walk in different ways and then he can try to walk just like you. The suggestions are not intended to be all inclusive and trainer is encouraged to initiate ideas of his own. While demonstrating each of the following steps, cue child, "Walk like I am." Reinforce his efforts with praise.

a. Point toes straight ahead and take small steps.
b. Point toes straight ahead and take large steps.
c. Walk sideways (sliding one foot to the other).
d. Walk backward.
e. Walk on tiptoe.
f. Lift foot clear off ground in each step.
g. Walk with your arms in different positions, i.e., swinging at your sides, held straight down, or held out at sides.
h. Walk heel-toe.

Assist child by positioning his feet with your hands if he is not able to imitate from your demonstration.

2.106.2 Child will walk a line drawn on the floor.

2.106.2.1 Draw a line two inches wide and ten feet long on the floor. Get child's attention and tell him to watch you walk the line. Tell him he will get a turn when you are through. As you walk tell him you are walking a straight line without stepping off. Use your arms for balance. Encourage child to try. If he hesitates, or shows confusion, help him put one foot on the line, cue, "Walk the line." Indicate by pointing or tapping his other foot and tell him to step on the line with that foot. Walk along beside him and hold one hand to help him maintain balance.

NOTE: If child experiences great difficulty in walking the line you may need to draw the parallel lines on the floor four to six inches apart at first, and let him walk with a foot on each line.

2.106.2.2 When child has experienced success in walking on one line introduce the heel-toe walk. Demonstrate. Help child position his feet and encourage him to use his arms for balance, cue, "Heel-toe" as child walks. Reinforce with praise.

2.106.3 Child will walk on walking board with help.

2.106.3.1 Use a walking board four inches wide and eight feet long. For beginning activity lay board flat on floor. Brackets may be used later to raise board five inches. Board should be steady and set level. Tell child this is a walking board. Demonstrate walking the length of the board. Show that you enjoy this activity. Encourage child to walk the board, cue, "You walk the walking board." Position him at one end of the board. If he has difficulty mounting the board, stand by him and allow him to hold on to you for balance.

2.106.3.2 Walk along beside the child giving encouragement and praise. He may step off the board with one foot frequently. Encourage him to keep going. Repeat the cue, "Walk the walking board."

2.106.3.3 Allow child to walk the board in any way by which he can succeed. Do not attempt to decrease the amount of space between foot placement until child is comfortably walking the four inch beam in a way of his own choosing. However, child should be encouraged to walk fairly slowly, since by running across the beam he may be able to perform the task without the necessity of balancing himself at all. Continue cue, "Walk the board." Reinforce with praise.

2.106.4 Child will walk the walking board using the heel-toe walk.

2.106.4.1 After child has become comfortable walking the board in a way of his own choosing, encourage him to try the heel-toe walk. Remind him how he walked the line on the floor using the heel-toe walk. He may need return to the line and practice this several times after you have demonstrated it for him, cue, "Heel-toe" as he walks.

2.106.4.2 The heel-toe walk requires more balance and child may step off the board frequently with either one or both feet. Encourage him to get back on the board and continue, tell him to look straight ahead rather than watch his feet. Reinforce with praise. Use the four inch side of the beam until the child is performing comfortably on it before trying the two inch side.

NOTE: There are many walking board exercises available which will add variety to the activity. After child has confidence in ability to walk the board he will enjoy walking forward, backward and sideward, balancing briefly on one foot on the board, etc..

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.107

PROFILE ITEM:

Jumps rope.

BEHAVIORAL DEFINITION:

Child will jump rope.

CUE/S:

"Jump", "Jump the rope", "Swing the rope."

MEASUREMENT CRITERIA:

Able to jump rope four or five successive jumps without breaking rhythm.

MATERIALS NEEDED:

Jump rope of proper length.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.107.1 Child will join in directed jumping activities.

NOTE: Before jump rope is introduced, child should have opportunity to experience jumping in different forms. Begin by demonstrating and encourage child to imitate your movement.

2.107.1.1 Jump in place with both feet off the ground, cue, "Jump." Encourage child to jump. Take both his hands in yours and as you jump together, cue, "Jump." Reinforce with praise and show you are enjoying the jumping activity.

2.107.1.2 Jump forward on both feet. Encourage child to jump with you. Take one of his hands in yours, and cue, "Jump." Pace your jump with his. Reinforce with praise.

2.107.1.3 Place markers on the floor and encourage child to jump on both feet to them. Start at the far end of the markers and jump toward the child. Cue, "Jump" as you and child both jump. When you meet, reinforce child with hug and praise.

2.107.2 Child will jump over rope placed on floor.

2.107.2.1 Place rope on the floor. Tell child you are going to jump over the rope. Demonstrate. Cue, "Jump the rope." Encourage child to jump over rope. Cue, "You jump the rope." Take child's hand in yours and jump over the rope together. Reinforce with praise.

2.107.2.2 Encourage child to jump alone over the rope. Tell child to look at the rope when he jumps so that he doesn't land on the rope.

2.107.3 Child will swing rope over his head and jump.

2.107.3.1 After child has jumped over the rope placed on the floor, encourage him to pick up the rope and allow him to examine it. Show him what you can do with the rope. Make a circle of the rope on the floor. Encourage child in free play with the rope, allow him to swing it. Explain to the child that there are certain rules and regulations involved in using a rope. Make sure he understands he is not to use it as a lasso on another child, but he may use it on other objects.

2.107.3.2 After child has demonstrated that he can jump over the rope placed on the floor, show him how you can take hold of the ends of the rope and swing your arms backward. Bring rope up over your head. Do this slowly and verbalize the action as you perform it. Cue, "Swing the rope." Encourage child to imitate this swinging action. Reinforce with praise.

2.107.3.3 When child has experienced success in swinging the rope over his head encourage him to jump over it when it lands at his feet. Demonstrate the activity. Cue, "Jump." Reinforce with praise, tell him he is jumping rope.

2.107.4 Child will jump rope.

2.107.4.1 Encourage child to turn his rope faster and jump faster. When child can manage himself and the rope, rhymes can be used to help with coordination and to establish rhythm.

NOTE: Make sure child's rope is of proper length.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.108

PROFILE ITEM:

Dances to music.

BEHAVIORAL DEFINITION:

Child will dance to music, using his hands and feet rhythmically.

CUE/S:

"Dance"

MEASUREMENT CRITERIA:

Able to use his hands and feet in dancing rhythmically to music.

MATERIALS NEEDED:

Radio, records, record players.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: This activity will have been preceded by sessions in which child's attention has been called to music and he has responded by clapping, some movement of feet and swaying. The type dancing which will be expected from a child at this age is more in the nature of rhythmic movement rather than the structured dance composed of patterned steps.

2.108.1 Child will move to rhythm of music.

2.108.1.1 While music of record or radio is playing draw child's attention by referring to the music. Show your own interest and enjoyment in the music. Tell child you are going to dance, cue, "Dance." Demonstrate by using your own interpretation of the music by use of rhythmic movements. Do only one or two movements at a time, i.e., tap foot and nod head, bend knees in a bouncing motion and swing arms, nod head and kick legs. Reinforce child with praise for any combination of movements.

2.108.1.2 Encourage child to dance with you in his own creative style, cue, "Dance." He may incorporate your movements in his dance, but will not be expected to imitate them in time with your performance. Reinforce with praise.

2.108.1.3 When music is played on radio or record is playing, imitate dancing movements, cue, "Dance." Take hold of child's hands and dance with him. Reinforce with praise.

PROFILE NUMBER 2.108 CONTINUED

2.108.1.4 Call child's attention to dancers on T.V. programs, cue, "Dance." Many of these are quite animated and movements are exaggerated. Child cannot be expected to imitate them but they will inspire him to try various movements.

2.108.1.5 Encourage child to synchronize hand or foot tapping with music by demonstrating. Reinforce with praise.

NOTE: Home Advisor should be consious of tempo of the music. The natural tempo of the movement patterns of children of various ages differ. For younger children the tempo is usually faster than for older children because their legs are shorter and they move at a faster rate of speed.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.109

PROFILE ITEM:

Draws house....2 to 5 items.

BEHAVIORAL DEFINITION:

Child will draw a house with 2 to 5 items (on verbal cue).

CUE/S:

"Put on square" "Put on triangle" "Put on rectangle" "Draw a house"

MEASUREMENT CRITERIA:

Rough outline of house with 1 - 2 other recognizable items.

MATERIALS NEEDED:

Flannel board - geometric flannel forms, pencil and paper.

2.109.1 Child will match geometric forms of square, triangle and rectangle.

2.109.1.1 Set up a flannel board. May use either classroom size or individual type. Have geometric figures of a 4-inch square, triangle with a 4-inch base, and a rectangle 1-1/2 x 1 inch. Give child one of each of the forms and keep a set for yourself.

2.109.1.2 Put your square on the flannel board. Draw child's attention and refer to the figure as a square. Ask child to find his square and put it beside yours on the flannel board. Cue "Put on the square". Reinforce.

2.109.1.3 Put your triangle below your figure of the square and tell child this is a triangle. Ask child to find his triangle and put it by yours. Cut "Put on the triangle." Reinforce.

2.109.1.4 Put your rectangle below your figure of the triangle and tell the child this is a rectangle. Ask child to find his rectangle and put it beside yours. Reinforce with praise when child has matched the geometric figures.

2.109.2 Child will construct a house on the flannel board using 3 geometric shapes (from copy).

2.109.2.1 Tell child you are going to make something using these shapes and that he is going to get a turn to make something too.

2.109.2.2 Place your square on the flannel board. Cue "Square". Place the triangle on top of the square forming the roof of a house. Cue "Triangle" as you place it on the board. Take the rectangle and place it on the square, in such a position that it will have the appearance of a door. Cue "Rectangle" as you add it to the design. With the geometric figures assembled to resemble a house, ask the child if he knows what this is. If he does not, tell him it is a house and point to the various parts, telling him "This is the roof" - "This is the door"

2.109.2.3 Leave your house displayed on the flannel board and give child the identical 3 forms. Ask him to make a house like yours. Assist if necessary. Reinforce with praise.

2.109.3 Child will draw a house, from copy.

2.109.3.1 Assemble the geometric flannel forms to resemble a house and place on table near child. Have paper and pencil for both you and child. Tell him that you are going to draw a house. Comment that it will be like the one you made on the flannel board. Begin by drawing a square. Ask child what you should put on next. If he does not comment, draw the roof and repeat "Roof" as you do so. Add the door and tell child that it is the door. Cue "Door". Encourage child to comment on your drawing. Cue "You draw a house". Leave your drawing where he can see it.

2.109.3.2 If child hesitates to begin, or says he cannot draw a house, let him use the geometric forms to draw around. If he still does not feel confident in his ability, give him a paper on which you have made dots outlining the form of the house and have him connect the dots. Cue "Draw a house." Reinforce with praise.

2.109.4 Child will draw a house - with 2 to 5 items.

2.109.4.1 Give child paper and pencil and cue "Draw a house". Reinforce with praise as he draws. Encourage him to add other items by asking him what else a house has besides a roof and a door. Display his work where it can be seen by other family members. Encourage them to comment favorably on his drawing.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.110

PROFILE ITEM:

Skips using alternate feet.

BEHAVIORAL DEFINITION:

Child will skip using alternate feet.

CUE/S:

"Gallop" "Hop" "Skip"

MEASUREMENT CRITERIA:

Able to skip on verbal cue.

MATERIALS NEEDED:

None.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Prior to introducing the skill of skipping, child will have had experience in such activities as jumping, balancing on one foot, and hopping. Skipping activity should be introduced in a rather large space free of obstruction.

2.110.1 Child will gallop, after demonstration.

2.110.1.1 Tell child that you are going to be ponies and gallop around the room. Galloping consists of stepping forward with one foot and bringing the other foot up to the first with a smaller hop. In galloping, the same foot always leads. Demonstrate the activity by galloping around the room, cue, "Gallop." Reinforce.

2.110.1.2 Take child's hand and gallop with him. Encourage him by telling him you are both ponies galloping in the field. Show enthusiasm.

2.110.1.3 Use stick horse and have child straddle this and gallop, cue, "Gallop." Praise his efforts.

2.110.1.4 Play music of the western type, cue, "Gallop." (The William Tell Overture is good for galloping or record containing sound effects of the gallop may be used. This will help the child gallop in various rhythmical patterns) Reinforce.

2.110.1.5 Have child change lead foot in galloping.

2.110.2 Child will hop on one foot, then the other, establishing some rhythm.

2.110.2.1 Demonstrate this "Walk - hop" activity. Tell child you are going to "Walk - hop" across the room. Result will be very close to skipping with a rather jerky, flat-footed gait.

2.110.2.2 Stand in front of child and face the same direction he is. Walk slowly forward on one foot, hop on the other. Cue, "Walk - hop" as you do this. Have child pattern his movements from yours.

2.110.2.3 Take child's hand and cue, "Walk - hop" as you and he walk-hop across the room.

2.110.2.4 Count or use the words, "Walk - hop" rhythmically to give cadence to his movements. Reinforce with praise.

2.110.3 Child will skip.

2.110.3.1 When child is able to perform the walk-hop movement on cue and with a degree of rhythm, show him how to do this same movement on his toes. Tell child this is skipping.

2.110.3.2 Take child's hand and skip along beside him, cue, "Let's skip." Sing or chant as you skip. Reinforce with praise.

2.110.3.3 Vary the activity by having child skip to a designated object.

2.110.3.4 Have child skip in a circle or along a line taped on the floor.

2.110.3.5 Have child skip to music.

2.110.3.6 Play, "Follow the Leader." Leader will skip around an obstacle course that has been set up in the room and child will skip along behind him.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.111

PROFILE ITEM:

Catches bounced ball two out of three times.

BEHAVIORAL DEFINITION:

Child will catch a bounced ball two out of three times.

CUE/S:

"Watch me" "Bounce" "Catch"

MEASUREMENT CRITERIA:

Able to catch bounced ball two out of three times.

MATERIALS NEEDED:

Ball six to eight inches in diameter.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Do not attempt to teach a child to bounce and catch a ball until he has had experience rolling and throwing a ball. He should also have experience catching a beanbag before he attempts catching a ball. Bouncing and catching a ball demands fast and close visual-motor coordination, and should not be urged to the point of frustration.

2.111.1 Child will bounce a ball.

2.111.1.1 Use a ball six to eight inches in diameter that will bounce easily so that it need not be thrown with great force to produce a suitable bounce. Show child the ball and get his interest. Tell him you and he are going to do something different with the ball today. Explain that you are going to bounce the ball, cue, "Watch me." Take the ball in both hands, spreading your fingers wide on the ball. Throw it straight down on the floor in front of you. Say, "Bounce" as you do so. Catch it as it bounces and say, "Catch."

2.111.1.2 Give child the ball and encourage him to bounce it, cue, "Bounce." Place his hands on the sides of the ball, his fingers widely spread. Take his hands in yours and thrust down with them, causing the ball to bounce from his hands. Show enthusiasm over his successful bounce of the ball. Reinforce with praise.

2.111.1.3 Continue demonstrating bouncing the ball and encourage child to imitate. Help him position his hands. Reinforce with praise.

2.111.1.4 When child is fairly consistent in being able to bounce the ball on demonstration, give him the ball and without modeling, cue, "Bounce the ball." Reinforce with praise.

PROFILE NUMBER 2.111 CONTINUED

2.111.2 Child will catch a bounced ball.

2.111.2.1 When child is independently throwing the ball down and causing it to bounce, encourage him to catch the ball. Tell him to watch the ball when he bounces it to see where it goes. Show him how to hold his hands out after bouncing the ball with his arms flexed at the elbows. Reinforce his efforts with praise.

2.111.2.2 Position child close to you and place his hands out in front of him. Tell him you will bounce the ball to him. As you bounce it, cue, "Catch." Try to bounce the ball as nearly as possible directly into his hands. Reinforce with praise. Remember that bouncing a ball and catching it requires considerable skill. Child will be especially thrilled each time he succeeds and your enthusiasm will give reinforcement.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.112

PROFILE ITEM:

Kicks ball (beginning drop kick)

BEHAVIORAL DEFINITION:

Child will kick a ball from free standing position while holding ball between his hands.

CUE/S:

"One foot" "Kick" "Kick the ball"

MEASUREMENT CRITERIA:

Able to kick ball from free standing position, holding ball between his hands.

MATERIALS NEEDED:

Ball - object for support.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.112.1 Child will make kicking motion with one foot while holding on to object (chair, wall, etc.) for support.

2.112.1.1 While child is holding onto chair or other supporting object, encourage him to stand on one foot. Demonstrate by standing on one foot. Cue "One foot". If necessary, assist child by lifting one of his feet from the floor briefly. (Child may show preference for one foot and have more success in balancing on that foot.)

2.112.1.2 Reduce amount of assistance given child in standing on one foot, until he is able to lift foot and stand briefly. Cue "One foot". Reinforce.

2.112.1.3 When child is able to consistently lift one foot from floor on cue, introduce the cue "Kick". Demonstrate by making a kicking motion with your foot. Cue "Kick" as you do so. If necessary, take child's foot at the heel and assist him in making a kicking motion. Cue "Kick" each time. Reinforce with smiles and praise.

2.112.2 Child will kick a large (8-9 inch) ball while holding on to object (wall, chair, etc.) for support.

2.112.2.1 After child has experienced success in free kicking with one foot, introduce kicking the ball. Demonstrate by placing the ball on the floor and kicking it with your foot. Cue "Kick the ball". Show enthusiasm and pleasure at having kicked the ball.

2.112.2.2 Place ball directly in front of child's foot, his toe touching the ball. Cue "Kick the ball". Reinforce with enthusiasm and praise for any distance the ball moves.

2.112.2.3 Continue placing the ball near the child's foot. Cue "Kick the ball". Reinforce with praise and comments on how far he kicked the ball.

2.112.3 Child will kick a large ball without support.

2.112.3.1 With child in a free standing position, place ball on the floor and cue "Kick the ball". Allow child to kick from either a standing or running position. Reinforce.

2.112.3.2 Stand beside child holding a balloon-type ball (inflated to 8-9 inches) suspended on a string. Hold the ball 1-2 inches off the floor and cue "Kick the ball". Move the ball to different heights (close enough to the floor so that he is not required to lift his foot high enough to lose his balance). Cue "Kick". Reinforce with praise and delight for his movement of the ball.

2.112.4 Child will kick ball (beginning drop kick).

2.112.4.1 Hold ball in your hands 6 inches from the floor. Explain to child that you are going to kick the ball from your hands. Model kicking the ball and cue "Kick the ball". Let the ball drop slightly, before your foot makes contact with it.

2.112.4.2 Hand ball to child. Cue "You kick the ball". It may be necessary to position the child's hands. He should not hold the ball so high off the floor that he loses his balance in his attempt to kick. Reinforce with praise.

Note: A light weight ball should be used for this activity.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.113

PROFILE ITEM:

Roller skate.

BEHAVIORAL DEFINITION:

Child will roller skate independent of assistance for a distance of three feet without falling.

CUE/S:

"Walk" "Slide" "Skate"

MEASUREMENT CRITERIA:

Able to roller skate for a distance of three feet, independent of assistance.

MATERIALS NEEDED:

Roller skates.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.113.1 Child will make skating movements with his feet.

2.113.1.1 Tell child you and he are going to play a game. He will be the caboose and you will be the engine. Remove his shoes and yours. This activity must be done on a floor with slick surfaces (hardwood or just waxed linoleum).

2.113.1.2 Take child's hands and place them around your waist. Tell him to follow what you do. Slide your feet, pantomining skating. Have child hold on to you, practicing the movement. Cue "Slide" as you move. Show that you are enjoying the activity.

2.113.1.3 Play record or radio and slide to the music. Let child be the leader and alternate positions.

2.113.2 Child will skate on one skate with adult's hands place under his arms, supporting him.

2.113.2.1 After child has practiced the skating movements while sliding in his stocking feet, introduce skates. Let him examine the skates, manipulating wheels, etc..

2.113.2.2 Use skates that come within 1/2 inch of child's shoes. If shoe skates are used, check to see that they are of correct size. Seat child on chair and strap on one skate. Assist child from chair with both hands placed firmly under his arms. Position yourself behind child. Cue "Slide".

2.113.2.3 Encourage child to slide on the foot with the skate, using the other foot both for momentum and balance. Reinforce with praise.

2.113.2.4 When child shows some confidence in his ability to skate on one foot, reduce support by taking hold of one hand and walk beside him. Pantomine skating motion. Let child sit and rest between trials.

2.113.3 Child will roller skate (a skate on each foot) with adult's support.

2.113.3.3 Seat child on chair or floor and strap on skates. Assist him from sitting position by placing both your hands firmly under his arms. Position yourself behind child and support him as you slowly maneuver child a few feet. Cue "Skate".

2.113.3.2 Indicate moving alternate foot by exerting slight pressure from your position behind child. Comment on the fact that he is skating. Reinforce with praise.

2.113.3.3 When child's balance has become more secure and his posture less rigid, reduce assistance by letting him hold your hand as you walk along beside him. Cue "Skate". Reinforce with praise.

2.113.4 Child will roller skate for a distance of 3 feet, holding on to rail for support.

2.113.4.1 Place skates on child and assist him to the rail (rail of the type found in commercial skating rink or in a gymnasium.) Have him grasp the rail with both hands.

2.113.4.2 Encourage him to make his feet go. Tell him to take a big step and slide. Follow along beside or behind him close enough that you can help him maintain his balance if his feet should spread too far apart. Comment on his skating and allow for frequent rest periods.

2.113.5 Child will roller skate for a distance of 3 feet, holding on to person's hand for support

2.113.5.1 Have child sit on floor or ground near some steady object which he can use in pulling himself upright. Show him how to put on his skates. Give him directions verbally as you take him through the proper steps. Have him put his toe in first. Tell him to slide his foot down and pull his laces tight. Assist him in tieing if necessary. Be sure laces do not hang in a manner as to become entangled in wheels.

2.113.5.2 When child has completed putting on the skates with help, show him how to pull himself to a standing position. Tell him to place both hands on the object (yard post, fence, bench, etc.). Encourage him to pull himself up. If he needs help in the beginning, give a gentle boost. Reinforce with praise.

2.113.5.3 With child in standing position, take one hand in yours and cue "Skate". Walk along beside him, encouraging him and reinforcing his efforts with praise.

2.113.5.4 Maintain hold on child's hand. Gradually lessen tightness of grip.

2.113.6 Child will roller skate, independent of assistance, for a distance of 3 feet, without falling.

2.113.6.1 Have child seated. Give him his skates and encourage him to put them on himself. Give verbal directions where necessary. May tie shoestrings for him.

2.113.6.2 Indicate an object for him to use to hold onto to pull himself up.

2.113.6.3 When child has pulled himself up and established balance, stand several feet away from him and encourage him to skate to you. Cue "Skate". Reinforce with praise and/or treat. Allow him to hold on to you briefly for support, if necessary. When he has established balance, move 3 or 4 feet away and cue "Skate" - Continue until your support is no longer necessary. Show child how to return to starting point and using the same sturdy object let himself down to sitting position.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.114

PROFILE ITEM:

Copies triangle.

BEHAVIORAL DEFINITION:

Child will copy drawing of a triangle on verbal cue.

CUE/S:

"Trace the triangle" "Draw a triangle"

MEASUREMENT CRITERIA:

Acceptable drawing of a triangle from copy.

MATERIALS NEEDED:

Pan of sand, yarn strips, clay, pencil, paper, crayon.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.114.1 Child will trace drawing of a triangle with his finger.

2.114.1.1 Have child seated at sandbox or table. If table is used, give child a pan of slightly dampened sand. Impress drawing of a triangle in the sand. Identify figure as a triangle. Demonstrate tracing the triangle with your finger, cue, "Trace the triangle."

2.114.1.2 Take child's hand in yours with his index finger extended and guide his finger in tracing the triangle, cue, "Trace the triangle." Reinforce with praise.

2.114.1.3 Using only the verbal cue, "Trace the triangle" encourage child to independently trace the triangle with his finger. Reinforce with praise.

2.114.1.4 For variety give child figures of triangles made of sandpaper, yarn, or velvet as well as metal or cardboard templates. Encourage him to trace the lines of these triangles with his finger.

2.114.1.5 Give child yarn, string, or strips of rolled clay and show him how to form triangles using these materials.

2.114.2 Child will trace a drawing of a triangle using a crayon.

2.114.2.1 Sit with child at desk or table. Place a drawing of a triangle in front of him and have one for yourself. Take your finger and trace around your triangle, cue, "Trace the triangle." Reinforce.

2.114.2.2 Tell child you are going to trace the triangle with the crayon. Take crayon and demonstrate. Give child crayon and cue, "Trace the triangle." Guide his hand if necessary. Let child use different colors to trace the triangle. Reinforce with praise.

2.114.3 Child will copy drawing of a triangle on request.

2.114.3.1 Give child a sheet of paper on which you have made dots forming a triangle. Have child connect the dots to make a triangle. Reinforce.

2.114.3.2 Give child a paper on which you have made triangles at intervals. Have child make a triangle under each one of yours, cue, "Make a triangle." Reinforce with praise.

2.114.3.3 Place drawing of a triangle where child can easily observe it. Give him a sheet of paper and cue, "Draw a triangle." Reinforce with praise and by displaying his drawing on a bulletin board or wall.

NOTE: Some children have difficulty in attempting to make their triangle come to a point. If the child with whom you are working has this difficulty have the child draw the straight line for the base and you put a mark at the top to indicate where his other lines should meet. Discontinue this assistance when child has had more experience in copying geometric figures.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.115

PROFILE ITEM:

Ties shoes.

BEHAVIORAL DEFINITION:

Child will be able to tie a shoe, independent of any assistance, including verbal cues.

CUE/S:

Cues accompany each step of demonstration. See strategies.

MEASUREMENT CRITERIA:

Able to tie shoes.

MATERIALS NEEDED:

Shoe laced for tying.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Only one or two of these steps would be presented at a time. In some instances many sessions may be needed to master a single step. It may be necessary to stand behind the child, bring your arms around him and help him position the string in his hands. Reinforcement should be immediate and accompany each step. The strategies listed are followed by the cues to be given the child, and appear in quotation marks.

2.115.1 Child will tie a shoe, independent of any assistance.

May use a shoe on the child's foot or a shoe positioned in front of the child in the same manner it would be if it were on his foot. Have shoe laced and strings hanging loose one on either side of the shoe.

1. Pick up the string on the right side of the shoe, near the end (use visual cues throughout by painting the shoe string tip red on the right side, green on the left). "Pick up the red string near the end."
2. Hold the string up in the air (same cue for child).
3. Grab the middle of the string with your left index finger and thumb. "Take hold of the middle here (point) with this (point) finger and thumb."
4. Release your right hand. "Let go with this (Point) hand."
5. Grab loop near bottom with right index finger and thumb. "Take hold of this loop here (point) with this (point) finger and thumb."
6. Stick out right middle finger. "Stick out this (point) finger."

7. Pick up string lying on left side. "Pick up this string."
8. Wrap string around loop and index finger. "Wrap the string around this (point) loop and this (point) finger."
9. Release your left hand. "Let go with this hand."
10. Grab loop strings near bottom with left index finger and thumb. "Grab these strings here (point) with this (point) finger and thumb."
11. Place one loop under the loop held in the left hand, against the left index finger. "Put this (point) loop under this (point loop) and hold it against this finger."
12. Hold in place with left middle finger. "Hold it with this (point) finger."
13. Wrap free loop around the held loop and up through hole. "Wrap this loop (point) around this loop (point) and pull it up through this (point) hole."
14. Hold in place with right thumb, grasp with index finger and pull tight. "Hold it with this (point) thumb, grab it with this (point) finger and pull tight."

Do not withhold reinforcement until child can complete all steps. Reinforcement in the form of treat or praise must come after each step.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.116

PROFILE ITEM:

Rides bicycle (may use training wheels).

BEHAVIORAL DEFINITION:

Child will be able to independently mount and maintain balance while riding a bicycle (may use training wheels).

CUE/S:

"Ride the bicycle" "Steer" "Pedal"

MEASUREMENT CRITERIA:

Able to ride bicycle with training wheels.

MATERIALS NEEDED:

Bicycle of proper size, with training wheels.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

NOTE: Before introducing this activity trainer should observe child perform other motor skills in order to determine his readiness level. For example, child should have previous experience in performing activities requiring balance such as walking a straight line, standing on one foot, walking a balance beam and changing direction while doing different locomotor movements.

2.116.1 Child will, when seated on bicycle, put hands on handlebars and feet on peddle, while both he and bicycle are being supported.

2.116.1.1 Use small bicycle, preferably without bar. Sit on the bicycle yourself and model the sitting posture. Call child's attention to your positioning by telling him you have put your hands on the handlebars and your feet on the pedals. Tell child he can have a turn sitting on the bicycle. If child seems hesitant or timid, assure him that you will hold him up.

2.116.1.2 Place child on the seat and help him position his hands on the handlebars and his feet on the pedals. Reinforce him with praise. Tell him that is the right way to sit on the bicycle.

2.116.1.3 Encourage child to push the pedals with his feet. If necessary, push down gently on his feet. Tell him this is what makes the bicycle go. Move the bicycle gently forward. Tell him he is riding the bicycle. Make sure you maintain a firm hold on both child and bicycle. The child may become frightened by a sudden tilt or a wobbling of the bicycle. If child becomes tense or shows fear when you suggest he push on the pedals, discontinue your urging and allow child to sit on bicycle while it remains immobile. Repeat praise for his ability to sit properly on the bicycle.

2.116.2 Child will, when seated on bicycle, push pedals and attempt to steer, while being supported.

2.116.2.1 When child has become accustomed to sitting on the bicycle after being placed there by you, encourage him to climb on the bicycle himself. Assure him you will hold the bicycle steady. Show him to grasp both handlebar grips in mounting. When his hands are positioned, give him a gentle boost to the seat. Make sure his weight is evenly distributed. Tell him to put his feet on the pedals, help him position them if necessary. Tell him you will hold him up while he rides the bike, cue, "You ride the bicycle."

2.116.2.2 Give verbal directions as you push the bicycle slowly. Tell him you will push and he can steer. Put your hands over his on the grips and show him how he can control the direction of the bicycle by steering. Tell him it steers just like his tricycle. Continue giving assistance in steering and repeat cue, "Steer."

2.116.2.3 Encourage child to keep pedaling, cue, "Pedal." Tell him he has to keep his feet going to pedal. Reinforce with praise.

2.116.2.4 When it is time for child to dismount, push him to a curb or steps and stop the bicycle. Show him that he can get off the bicycle by putting one foot on the curb. Support his balance as he dismounts.

2.116.3 Child will mount bicycle assisted.

2.116.3.1 Have child push the bicycle to a curb, step or some type elevation. Show him that by standing with one foot on the curb he can raise himself to the seat. Stand by him and help him steady the bicycle if necessary.

2.116.3.2 After child has mounted, encourage him to pedal, cue, "Pedal." Walk along bsdie him and steady him as often as necessary, cue, "Ride the bicycle." Reinforce with praise.

2.116.3.3 Help him stop and start the bicycle until he becomes familiar with both procedures.

2.116.4 Child will independently mount and maintain balance while riding a bicycle (may use training wheels).

2.116.4.1 If necessary, continue giving verbal explanation such as, "Push your bike up to the step and stand with one foot on the step to help you get on." Give encouragement, but do not physically assist.

2.116.4.2 You may walk along beside child to increase his confidence. Continue reinforcing with praise and comments regarding his bike riding.

NOTE: Child should be given instructions in bike safety, and should know there are rules and regulations he must observe. Until it is determined that he can control the bicycle adequately he should understand that he is restricted to sidewalk or other area free of motor traffic.

THE MARSHALLTOWN PROJECT

PROFILE NUMBER 2.117

PROFILE ITEM:

Copies rectangle with diagonal.

BEHAVIORAL DEFINITION:

Child will copy rectangle with diagonal on cue with no other assistance than the pattern.

CUE/S:

"Trace rectangle" "Draw rectangle"

MEASUREMENT CRITERIA:

Able to copy rectangle with diagonal, from copy.

MATERIALS NEEDED:

Pan of sand, paper, pencil, crayon.

BEHAVIORAL OBJECTIVES AND STRATEGIES:

2.117.1 Child will trace rectangle with a diagonal with his finger.

2.117.1.1 Have child seated or standing at sandbox or table (if table is used, give child a pan of slightly dampened sand). Impress drawing of rectangle with a diagonal in the sand. Draw child's attention to the figure verbally and by tracing the lines with your finger. In each instance of tracing or drawing this figure, draw the rectangle first and then add the lines. You may refer to the figure as "A rectangle with lines."

2.117.1.2 Cue, "Trace rectangle." Take child's hand in yours with his forefinger extended and guide his finger around the lines of the rectangle, and then the diagonal lines. To make the diagonal lines begin at the upper left corner of the rectangle down to the right dorner. The second line will begin at the upper right corner and go to the left corner. These lines should be made in one smooth motion. Reinforce.

2.117.1.3 Cue, "Trace rectangle." Encourage child to independently trace lines of the figure with his finger. Reinforce with praise.

PROFILE NUMBER 2.117 CONTINUED

2.117.2 Child will trace drawing of a rectangle with diagonal using a crayon.

2.117.2.1 Have child seated at a desk or table and sit beside him. Have a copy of the rectangle with diagonal for both of you. Take your finger and trace the lines of the figure. Draw child's attention to your activity. Cue, "Trace the rectangle with lines with your finger." Reinforce.

2.117.2.2 Draw child's attention as you demonstrate tracing the figure with a crayon. Give child a crayon and cue, "Trace rectangle." Reinforce with praise.

2.117.3 Child will copy drawing of a rectangle with diagonal on cue.

2.117.3.1 Sit at table with child. Have paper and crayon for each of you. Tell child you are going to draw the rectangle with lines. Tell him to draw it while you are, cue, "Draw rectangle." Draw the lines slowly, making sure child is observing and following the same pattern in making the figure as you. Reinforce.

2.117.3.2 Give child a paper on which a rectangle with diagonal is drawn. Give him a pencil and cue, "Draw rectangle." If he has difficulty, particularly in placing the diagonal lines, place dots for him to follow in making the lines. It is particularly important to observe how the child handles the intersection of the lines. If he draws four separate lines to a mid-point, help him by going back to having him trace the diagonal lines until he is able to produce them as two straight lines that intersect. Reinforce child by praising him for his copy of the figure.

Form VIII

PRESCRIPTION REFINEMENT FORM

THE MARSHALLTOWN PROJECT

PROFILE NUMBER__________

PROFILE ITEM:

BEHAVIORAL DEFINITION:

CUE/S:

MEASUREMENT CRITERIA:

MATERIALS NEEDED:

BEHAVIORAL OBJECTIVES AND STRATEGIES:

FORM NO. VI

THE MARSHALLTOWN PROJECT

BEHAVIORAL PRESCRIPTION

CHILD ______________________________ HOME SPECIALIST ______________________

DATE ________ TO ________ B.O. ______________ B.S. ______________________________

BEHAVIORAL OBJECTIVE: ____

BEHAVIORAL STRATEGIES: ____